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# Universities up to £19m better off next year than predicted

Universities are likely to receive only 1 or 2 per cent less income in 1977/78 than this year, and not 4 per cent as predicted by the University Grants Commission last September. Their income therefore will effectively be reduced by between 16m and £12m, rather than £25m.

Their total grant is likely to be between £603m and £609m compared with the £581m for 1976/77, assuming a 1 per cent rate of inflation. The UGC estimated that they will have to meet with this inflation, universities would need £615m, an increase of £34m on this year. A 4 per cent cut would be an effective reduction of £25m, although the grant of £590m would be more than £25m less than the £615m.

Preliminary results of a survey by the UGC on student numbers for 1977/78, taking into account the number likely to be deterred by increased tuition fees, show that the total may be between 280,000 and 281,000, between 4,000 and 5,000 less than the original target.

The Department of Education and Science had predicted, however, that there would be 268,000 in 1977/78 as a result of the increased fees; 8,000 fewer than this year and 12,000 below the target. It was thought to be taking this estimate into account in calculating the universities' current grant. The total of 281,000 would allow for an increase in entry of home undergraduates by 2.3 per cent over last year's 74,000, 6,000 from overseas.

In distributing the grant, the UGC is expected to issue guidelines to each university on its total student numbers for the year. This is the first time such guidelines have been given, and is partly because of the increased proportion of income—20 per cent compared with 7 per cent—now accounted for by tuition fees. It is expected to say that either each university's share is consistent with its own estimate of its num-

## Squeals at Oakes committee birth

The membership of Mr Oakes's committee on the management of higher education in the public sector was finally announced this week. There were immediate complaints about its unrepresentativeness and predictions that it will produce no fundamental changes in the way polytechnics and colleges are run.

At a meeting last week Mr Dudley Fiske, chief executive officer of Manchester, said the committee was likely to be split between those who want the polytechnics to be nationalised and those who want them to stay under local authority control, and in any case any changes recommended would require legislation for which the Government had no time.

The Association of University Teachers, the National Union of Teachers and the Association of Polytechnic Teachers all protested about their exclusion from the committee and they claimed its conclusions would be invalidated by their absence.

Mr Oakes, the Minister of State responsible for higher education, told *The Times* that the committee had to attempt to decide where further education ended and higher education began. However, he was optimistic and predicted that it might come up with a logical solution.

The committee's terms of reference are "to consider measures to improve the system of management control of higher education in the maintained sector in England and Wales and its better coordination with higher education in the universities and, in the light of developments in relation to devolution and local authority finance, what regional and national machinery might be established for these purposes."

There are two clear issues. First, liaison between polytechnics and universities has put firmly on the representation. Dr Harry Kuy, the vice-chancellor of Exeter University, sits on the committee as a nominee of the Secretary of State.

Second, the terms of reference make no concession to those who hoped Mr Oakes's committee would review the articles of association of polytechnics and colleges.

The members of the committee are: Mr Oakes, chairman; Sir Philip Rogers, former permanent secretary at the Department of Health and Social Security, vice-chairman.



## Euthanasia for medical institute

local doctors, according to a university spokesman, and its only member who has been the consultants and GPs who have acted on honorary locum tenens.

The number of locum tenens has gradually declined from 15 to 8, and they have just a few and fewer courses. At the same time, Home Hospital in Stafford has been developed as Monmouth University Medical School's third teaching hospital.

The university felt that the institute needed to be put on a new footing if the decline was to be reversed, and it agreed with the

## NELP survey shows cost details

This week North East London Polytechnic published what it claims is the first detailed survey of educational costs carried out by a British polytechnic or university. At the same time NELP's director, Dr George Brasan, spoke out about lack of efficiency and accountability in higher education.

The survey, undertaken in conjunction with Inhucan/AIC Management Consultants, gives a breakdown of unit costs in each of the polytechnic's facilities, expressed as 1 per Student Full-Time Equivalent (SFTFE).

The overall results are summarised in our table, but more detailed data are given in the report itself. These show for example that attendance staff cost £1,150 per SFTFE in the engineering faculty, compared with only £689 in arts.

The exercise was carried out for 1975/76/77. A 20 per cent increase in student numbers between the two years was accompanied by a 3.9 per cent fall in cost per SFTFE—despite inflation.

Facilities that gained most attention had the biggest decreases in unit costs: thus in art and design the SFTFE increase was 42.1 per cent and costs per student fell by 28.6 per cent, while in environmental studies numbers rose only 0.1 per cent and costs were 5.5 per cent up.

No similar institution has made such facts known as far as we are aware", said Dr Brasan. "At NELP we are convinced that without these figures it is difficult for polytechnics to plan their own future and impossible for them to be held accountable to the public."

The Department of Education and Science were to encourage other polytechnics to follow this example, we would like an analytical look at our educational system. We would like to know on a national basis what it costs to produce an undergraduate student. We would like to know whether this or that polytechnic is more efficient in teaching business studies," Dr Brasan said.

"Even on the basis of our own survey, we can examine our cost structure and consider the effects of radical steps such as enforcing classes, increasing building use, lengthening teaching time or shortening the academic year."

The authors of the report admit their unit cost approach has shortcomings. It ignores activities such as research; it gives no indication of the levels of academic attainment either students achieved or achieved; the methods are cost collection and allocation, open to argument and improvement. But they say "these limitations should not be seen as reasons for overlooking the exercise but as identifying areas where we should endeavour in the future to improve the framework."

## Social work courses hit

Social work training courses could run short of students next year because of cuts in grants and confusion between central and local government over who should pay.

The Central Council for Education and Training in Social Work (CCEI) this week predicted a "crisis for social work courses in universities" if grants from the Department of Health and Social Security were limited and the number of students recruited from local authority social services departments continues to fall.

Last week the council met Mr Ennals, Secretary for Social Services, and warned him its position could become highly ambiguous. It had encouraged the rapid expansion of social work courses in higher education yet support for such courses was now falling.

Mr Ennals said directly from the imposition of cash limits in both central and local government. A recent circular from DHSS to course tutors made clear it would put a ceiling on the number of awards it made to postgraduate students on a Certificate of Qualification in Social Work courses. This academic year about 340 such will be made, next year the maximum will be 610.

On the local authority side, eight education and social services budgets meant less money for letting social workers for training at both postgraduate and non-graduate levels, and the issue of awards for social work courses at the Association of County Councils, for example, recently decided that COSW students aged under 25 should get mandatory awards.

## Court reserves benefit ruling

The Court of Appeal this week reserved judgment in a case which could affect the right of thousands of students to claim supplementary benefit.

Mr Robin Atkinson, aged 21, a former law student at Newcastle Polytechnic, challenged the right of supplementary Benefit Commission to require that parents have paid their contribution to the grant irrespective of evidence of whether they love or not.

Mr Atkinson, who conducted his own case, was awarded a reduced amount of benefit during the 1975 summer vacation because of an assumed vacation element in his grant.

If judgment is given in Mr Atkinson's favour the Government will have to think again about a Bill at present going through the House of Commons which would make the current practice law.

Faculty	1976/77 No. of SFTFE	Cost per SFTFE
Arts	909	161
Business	1039.1	269
Engineering	271.8	178
Environmental Studies	370.5	178
Human Science	380.9	180
Science	1220.1	281
Design	230.0	173
ARMC	831.8	173
SIS*	284.5	108
Total Polytechnic	7038.3	1883

\*Anglican Regional Management Centre  
\*School for Independent Study

## NEXT WEEK

Australia's new universities: part 2.  
Max Beloff on the AUT.  
Future of policy studies.  
Interview with the vice-chancellor of University of Rhodesia.

## Lords get London Bill petition

The Association of University Teachers has submitted a petition to the House of Lords for amendments to London University's private Bill which would ensure 60 per cent teacher representation on the university court.

The Bill, which has had its first reading in Parliament, will, if passed, enable the university to change its constitution. Under the changes, presently proposed, senate will be increased from 39 to 111 seats. Convocation, the body of graduates, would get 20 instead of 18 university teachers, 15 instead of 18 non-teacher students, 12 with nine for elected and ex-officio members.

Mr John Lewat, assistant general secretary of the AUT, said that the majority of the 5,500 AUT leavers felt very loyal to the university. It is recommending their representation on senate, at present 30 per cent and proposed in the Bill to be reduced to 27 per cent, be increased to 60 per cent.

Moreover, it wants this to be enshrined in the Bill itself.

The association also wants included in the Bill that senate's powers should be limited to the university court should include representatives from the wider community of London and its surrounding area. "Any Bill for a publicly financed institution ought to have statutory responsibility to have on its governing body representatives from local authorities, trade unions and local industry," Mr Atter said.

It is particularly concerned about the position in the Bill of convocation which has a membership of some 75,000 former graduates. It meets three times a year and its normal attendance is 100.

Under the Bill its proposed status which alters the constitution or functions of convocation will be able to be made without the consent of convocation itself.

This has not applied in any previous Acts on the government of the university, the AUT says. It would mean, for example, that convocation could always block representations

## Actress and agent for poll

Mr Philip Agee, 41, the former CIA agent who is contesting his deportation from Britain, and Miss Fiona Richmond, the actress, have been nominated in the elections for the reformation of Dundee University, due to take place on February 25. The other nominations are Mr Clement Freud, CBE, who is the present rector, and Mr Arthur Macdonald, a Dundee graduate and a journalist.

## Sixth-form 'votes with feet'

Young people should be offered a mixture of education, training, and recreation opportunities and employment, Mrs Shirley Williams, Secretary of State for Education and Science, said this week.

Quitting the present role of the traditional sixth form, Mrs Williams said that many young people in the 16 to 19-year-old age range were "voting with their feet" and leaving school to join courses at further education colleges.

Speaking at a national youth conference in London, she gave a broad hint that the Government was becoming increasingly sympathetic to the idea of tertiary colleges on a wide scale to cater for the needs of 16 to 19 year olds. She also spoke in favour of young people spending a year or work between school and higher education.

"I believe that tertiary colleges are a good idea, and my own view is that we will be moving in this direction," she said. There was much to be done in education, and schools tended to exist in an environment isolated from society.

"We have not to make the best

## Protest stops royal opening

The opening ceremony of London University's Institute of Education new building, which was to have been performed by the Queen Mother, has been postponed after student protests.

Students have threatened to boycott the ceremony and are planning a rally on the institute's forecourt on March 1, the day when it should have taken place.

Mr Frederick Jausas, president of the students' union, said: "The protests are not anti-royalist. We have nothing against the Queen

## ILEA poly audit to go ahead

The Inner London Education Authority decided last week that its accounts will start an internal audit of its five polytechnics from April 1 despite the objections of the directors.

A meeting of the further and higher education sub-committee reported a request from Dr Edlin Adams on the Polytechnic of Central London to defer its decision. The Greater London Council treasurer's department will be immediately strengthened at a cost of about £100m to provide a permanent audit team.

At John Lewat, the ILEA's senior assistant education officer, reported to the committee that while the directors agreed with the aim of the audit they differed fundamentally on methods. He said the consequence of a refusal by a polytechnic authority to audit the auditors would be "very serious".

What this meant was spelled out by Mrs Margaret Rees, the committee chairman, who pointed out that the ILEA paid between 95 and 98 per cent of the polytechnics' recurrent expenses and owned most of the buildings that housed them.

But the ILEA's resolve to crack the financial whip over its grant-aided polytechnics, which are all technically limited companies, will be shown in the next few weeks over the question of auditors' consent.

Last week the academic board of the South Bank Polytechnic accused the ILEA of mismanagement of the issue and called for further discussions before the ILEA's auditors, now backed by central government policy, that the ILEA should reduce the proportion of overseas students.

The academic board of the Polytechnic of North London and the governors of the City of London will meet later in the month to consider the matter. Mr Vivian Pereira Mendez, director of the South Bank Polytechnic and chairman of the committee of London directors, said this week the issue was still very much open. He pointed out that a lot of detailed arguments in the ILEA on why the polytechnics should be treated differently from its maintained colleges.

## Campaign launched to protect funds

Students at Lancaster University this week launched a campaign to stop the university continuing to seek a legal opinion about the use of student union funds.

After hearing counsel's preliminary views in a court case on February 22, the students fear that the opinion may threaten their union's autonomy and that of other unions.

The opinion was sought by a working party set up by the university union which was concerned that the university had no control over the funds through its responsibility for paying them.

## Sanction likely for mixed colleges

Corresponding in all of Oxford's 21 undergraduate colleges may be sanctioned this month. Robson and Council is to submit a resolution to Congregation on February 22 that the university should allow colleges to amend their statutes to admit both sexes if they wish.

The resolution, however, recommends the continuance of some single-sex undergraduate colleges as desirable.

The resolution follows the report of a committee set up last summer to review the experiment started in 1972 under which five men's colleges—Jesus, Brasenose, Wadham, Hertford and St. Catherine's—were allowed to admit women as students and fellows. Corpus Christi College was allowed to admit women fellows and graduate students and New and Balliol Colleges to admit women fellows.

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# The curse of Narcissus can be lifted if the victim cooperates

Alexander Gunn explains the progress in students of anorexia nervosa, the 'middle-class' disease

Well over 2,000 years ago, according to Greek mythology, one of the nymphs of Dionysus the huntress fell in love with Narcissus, the adolescent son of the river-god. Her suitor was Echo, and because of her unfortunate speech impediment (that of repeating whatever was said to her) Narcissus rejected her affectionate advances.

In revenge he was doomed by the gods to fall in love with himself, and when he caught sight of his own image reflected in a tranquil pool, he stood entranced, unassessing with his appearance and unable to move—he starved to death. Medically he must remain thus, perhaps, the first reported case of anorexia nervosa.

The syndrome, disease or disorder is seemingly nowadays at much more common occurrence than hitherto recognized. From recent surveys held in seven schools with a total population of nearly 13,000 it appears that one severe case occurs in every 100 girls aged over 16, and also, in 15 cases, written up one of them refers to a male patient.

Anorexia nervosa, therefore, is a readily common disorder of the student years, with many mild cases probably going unrecognized, affecting both sexes with the classical triad of recognizable symptoms: low body weight, cessation of periods in the female or loss of libido in the male, and restricted eating.

One single characteristic, however, seems to emerge from a study of the literature—and that is that anorexia nervosa tends to be a middle-class disease, and, typically, it develops in association with one or other of the hurdles we create with our apparently elitist educational system.

The first warning of its development is so often prior to an important academic examination—either at A levels, or in the first year at university or college—and is a weight loss or at least 10 per cent, followed, in a girl, by the cessation of the otherwise regular monthly period.

Rarely at this time is any medical consultation sought. She, or he (and it is important, although fewer male cases are at present reported, to remember that it can affect both sexes) has often typically "worked"—in the academic sense—to an obsessively tight schedule of revision, permitting few recreational breaks and finds the results of the labour a disappointment, even if, comparatively, academic distinction is nevertheless won.

Inheriting often, almost like a cast-iron, a typical family background, the eventually discovered cause of this disorder shows, in its history, features that are frequently shared. The majority would seem to be middle class girls who come from insecure families where the father is often of a lower socio-economic class origin but who has achieved status and income by hard work and ceaseless striving. Lacking, however, the confidence of an "established" family there is reported

the end result



The end result

a constant fear of home of failure or social demotion. The mother, characteristically, comes from higher social origins than the father and the girl thus, as one writer puts it: "Inherits the responsibility of establishing and confirming the social and economic status of the family—under the anxious scrutiny of the parents."

Emotional feelings in this archetypal family are rarely allowed any intensity of expression and the attitude to life that permeates throughout is that of the "protostant ethic". Thus a damage to self-esteem is the most harmful wound of all.

It is easy to see, therefore, how those who set their sights on academic distinction—the contemporary path to a classless future—become obsessed. Add a degree of self-doubt and the trigger of the psyche is pulled, to ultimately wound the soul.

Social isolation is sought and the usually up-to-there overweight girl probably above-average intelligence starts to diet. A preoccupation with food and its fatening values amounts rapidly to an obsession and a "crash" diet to slim is adopted with an almost religious intensity.

Smaller and smaller portions of food are eaten and ever more strenuous efforts are made to reject it. Eating through sheer lunging establishes unforgivable guilt at failure to control a natural desire, and an intolerable cycle of overeating and starving is experienced.

They may, to everyone, parents and peers alike, conceal their underlying needs with regard to body weight with the determination of an addict, and wear disguises of chunky sweaters with loose but tight-fitting collars and a tearful intensity that nothing is wrong despite a dramatic loss of weight. Rarely do they get seen unwell, except by accident, and only then perhaps the visible signs of ill-health parental or friends' disapproval provoke justification.

At this stage the medical diagnosis is classically easy, but, unfortunately, the progress of the disorder is hard to halt—for the sufferer is usually, by parents or friends, unwillingly or even recalcitrantly in attitude and so often insisting that nothing is wrong.

To try to persuade this individual that there is something seriously amiss is exceptionally difficult; it suggests psychiatric help, pharmacological therapy and careful regular surveillance.

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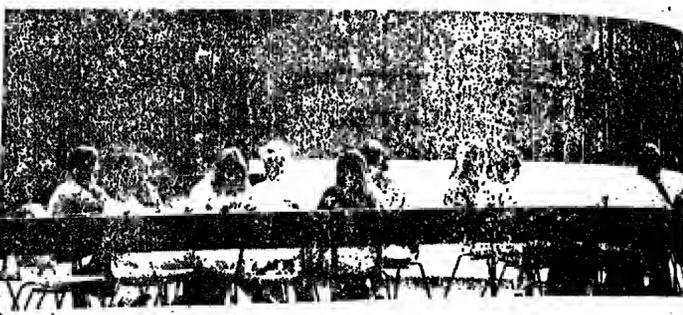
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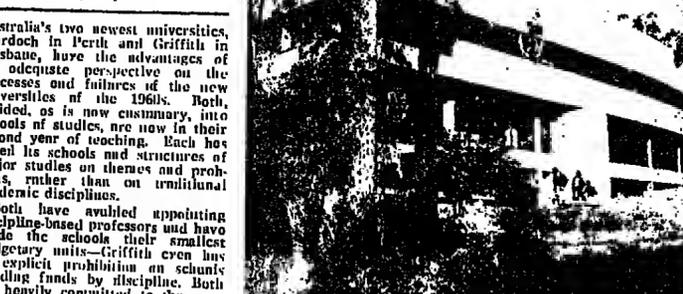
Dr Gunn is director of the Reading University Health Service

## New Australian universities 2—Griffith



# Newest may succeed by boldly adapting lessons of the past

Griffith students—taking the sun and at the library—enjoy a four school system with several innovations, says Peter Wilby reports



Australia's two newest universities, Murdoch in Perth and Griffith in Brisbane, have the advantages of an ad hoc perspective on the successes and failures of the new universities of the 1960s. Both, divided, as is now customary, into schools of studies, are now in their second year of teaching. Each has its own major structures of major studies on themes and problems, rather than on traditional academic disciplines.

Both have avoided appointing discipline-based professors and have made the schools their smallest budgetary units—Griffith even has an explicit prohibition on scholarly divisions by discipline. Both are heavily committed to the common first-year course and in offering integrated programmes of study, rather than unit systems that allow the student maximum choice.

At Griffith, the four schools of study are: Australian environment, mental studies, humanities, modern studies, and science. Each school has its own common first-year programme. In environmental studies, the first-year work reflects the breadth of the school's interests, which range from the social sciences to applicable mathematical engineering.

It has been successful that half the first intake has elected in second year to take an equivalent course in the other half to such environmental problems as hydrology, geology and human adaptability, and to begin with a four-year study of land use change and township structure on Queensland's Gold Coast.

The humanities first year course is constructed round concepts, subjects, progress, relativity, verification, values, and theories. Film and television play almost as large a part as printed sources in the points of reference.

The first year in science comprises three components: foundations of science, mathematics, and technology and society. The third year first year time, its still devoted to producing a common core of liberal arts graduates, "capable of teaching the complex problems of modern society which have scientific or technological content."

The course has five staff specifically engaged to teach it and to third year and postgraduate levels, a significant new university development. Griffith's first year practice is to have a common first year course taught as peripheral activities. The staff includes one political scientist and the essential aim is to build a team in which science and non-science specialists are in rough balance.

Professor Gus Guthrie, Griffith University lecturer, emphasizes that the science school is heavily committed

## THE TIMES HIGHER EDUCATION SUPPLEMENT 11.277

# Can policy studies find a new British compromise?

David Walker reports on the growing demand for a policy studies institute in Britain.

It has been disappointing, although it is not clear what specific purposes such studies were set up to fulfil.

There are, moreover, individuals working in this field with long-standing contacts with government and with sources of funds. Professor Richard Rose of Strathclyde has done policy analytical work of various kinds, including appraising the various policies pursued by Westminster in Ulster. Professor Rose, in his credit, has written extensively in the newspapers, since policy studies are not the prerogative of academics or even "para-academics" (people who work in research institutes outside universities).

Policy analysis is carried on daily by newspaper leaders, writers and weekly by magazine specialists. Parliamentary Commissioners for administration, Royal Commissioners, committees of the House of Commons all carry on the business of criticizing the output of government.

In other words, Britain would have to be one of the first tasks of any new institution. It would have to be open to people from the various spheres of public and academic life and centres in new universities. Professor Dahrendorf illustrated his ideas for such a centre last year by referring to a new independent Reform Club which would be a centre for the political-academic dialogue. To pursue the analogy, such a centre to be lively would have to admit a few people who do not know the rules of the Whitehall game.

The SSRC during its history has effectively captured by the academic establishment in its own hands certainly did not intend. This partly explains why the SSRC's cooperation with permanent civil servants has been patchy. In Britain, the United States, there is no "third world" between academy and the civil service yet it is in such an area an institute for policy studies would have to operate. There are careers and status to be gained in both the civil service and academic life but not yet in between.

It is an independent contract-based research and policy appraisal establishment, impressive in its scale and the links it has forged between external policy analysts and the civil servants and Federal civil servants. An academic and bureaucratic hybrid, it has captured the imagination of planeheads of British visitors to the United States.

Policy studies has become a catch phrase recently and the SSRC will be well served by Mr Robinson and his colleagues if they define it satisfactorily and provide some basis for solving the many problems that special institute of policy studies in Britain would bring. Their biggest problem, however, is that the mere fact of the SSRC investigating policy studies is an admission of failure of the entire decade of the council's existence.

The ambition of its first chairman, Mr Michael Young, was that the SSRC would do for British government what the pundits are asking for an institute of policy studies. Mr Young's ambition was thwarted by his inability to build the right type of institution and the internal momentum of the British academic system which provided the people to do the policy work. What resulted was pockets of policy-based research with no coherent strategy guiding them.

What the Robinson group will do—probably successfully since it contains Mr W. G. Runciman, fellow of Trinity College, Cambridge and generally thought to be one of the better British social philosophers—is to define what policy studies are. There is material for a definition, especially from the United States. In a report of a visit there last year Professor Maurice Kogan, of Brunel, gave the members of the SSRC, and a member of the SSRC, a policy analysis meant the application of scientific knowledge and techniques to the elucidation of contemporary public policy.

Social scientists have a stock of knowledge and techniques that could be put to use before decisions are taken by government and after policy is made to determine its success. For example, a question of public policy underlying the Oakes House's deliberations is whether the polytechnics have "worked". In principle there is a range of economic and sociological tools and knowledge that could be used to answer in terms of the original Crosland/Weaver philosophy or present government policy.

In a sense policy studies is simply the applied end of the work already done in most social science subjects. Professor Dahrendorf made this clear last year when he described the sort of subjects that would fall under his projected centre for policy studies. These included the cost of social services under conditions of demographic decline, econometric models of growth under specified conditions, the comparative study of bills of rights, and juvenile delinquency in an urban setting.

Of course to some academic social scientists the mention of the word "application" brings on a hot flush. It is no coincidence, some people say, that Mr Robinson is leaving the SSRC, a investigation of policy studies. There is a widespread belief that he was appointed chairman of the council to toughen it up, make it more responsive to the needs of government.

This belief is contradicted however by the fact that the Robinson group will go on out of their way to exorcise any connection between policy studies and Professor Dahrendorf's discovery of the "British predicament". If the inglorious

common system of the SSRC finally move its recommendations will be politically neutral.

The question facing the SSRC and Professor Dahrendorf—since he alone could gather together the funds to take a "non-official" initiative—is whether there should be a central institution devoted to policy studies or rather some studying up of existing work. The Robinson group has before it a number of proposals on which the SSRC will take action in June.

The most fully worked out package before the committee is that presented by Professor Kogan and Professor Peter Hall of Reading. Both believe in the need for concentrating money on a new centre, possibly formed out of both their institutions, which would act as a conceptual spearhead as well as a source of case studies of particular policies.

Professor Dahrendorf is juggling a number of balls among which are, first, a centre within the London School of Economics with full academic accreditation perhaps linking up with the Centre for Environmental Studies. Proposals for an LSE-based centre were referred last year to a school committee which in the nature of things has not yet reported.

Secondly, the proposal for an "institute of institutes" is still alive. This would put up umbrella centres under the SSRC from any of its research units and would probably tie in the LSE. Anything wider than this would approximate to an SSRC panel disbursing funds out possibly acting as a "surrogate broker" to the number of existing institutions and departments throughout the country. The need for such a panel has been strongly put to the Robinson group.

Third, a full-blown British Brookings Institute, Professor Dahrendorf knows the internal corridors of power well and could probably harness the money for such a body, to which the SSRC might contribute. It would need a great deal

of ambition to run and pay for it since it would have to pay salaries to top academic men such as Professor Harry Johnson, the economist who left LSE a few years ago for tax reasons.

Those are possible institutional forms to be considered by the SSRC. But underlying them are principles of organization of British academic life and government that have made the SSRC what it is and which prevented any real "bridge building" between academic and government.

Siting any institution outside a university rubs its staff of the security which tenure and the academic rule give. The SSRC knows only too well from the ignominious history of its research units that getting flexibility from researchers, switching from contract to contract, and building a research career, are well high impossible in Britain unless the possessor expertise in the management of research.

These reflections will emerge in the deliberations of Mr Robinson's group and it will be interesting if they find the case for a separate and new institute of policy studies available to generalist administration in a sense a verdict on the direction the SSRC has taken in recent years—away from applied work of direct interest to government. If they do not, the task of the SSRC remains a large one. There is a case for a greater input of social science in government and the question for the SSRC becomes how best it might be organized to fill that need.

Upon the results of the Robinson group's work hangs the likelihood of any independent move by Professor Dahrendorf. Already he has shown signs of chafing at the bit of British institutional inertia. If the SSRC is not willing to act on what he considers a necessary concern, he could well attempt to stage manage the importation of the Brookings idea. Few are as well qualified as he to build bridges between politics and academe.

Academics for their part fear the government machine. Learning a policy studies institution outside the university makes its members liable to Whitehall pressures without the protection of academic walls. Professor Dahrendorf has

Leader, page 14

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The faculty of sciences, Buenos Aires, in 1973 shortly after the return of General Peron.

# 'I agreed to teach but not to be a gaoler'

This statement was made by a vice-chancellor following changes announced by the Argentinian military government which threaten not only autonomy but the entire university system. Joan Monahan reports

Even before Argentina's military government announced sweeping university changes last October, there had been signs that trouble was afoot. Alberto Constantini, a professor of long-standing and a man of liberal views, was appointed rector of Buenos Aires University, the top academic post in the country. But he made it plain that his acceptance of the job was conditional on respect for university autonomy, on an end to "witch-hunting" against leftists, and on continued support for research.

His conditions were widely acclaimed in the Argentine press. In a climate of intolerance and repression, it was as if an Argentine voice of moderation was being heard for the first time since the March military takeover. But relief was premature.

In only 37 days Constantini had resigned. He explained: "As soon as I took up the post conditions changed. The Minister of Education issued a document (called the National System of Superior Education) according to which he is going to reduce the faculties and give us orders: all of this was to have been carried out in complete silence, against my conscience. I agreed to be a teacher but I refuse to be a gaoler."

Shortly after, seven of the nine faculty heads of the university also resigned, highlighting the way in which university autonomy is on the wane in a country where, more than in other Latin American republics, the successes and failures, decline and improvements in academic standards have been directly related to the degree of outside interference.

This interference has traditionally fallen into two camps. On the one hand civilian governments have sought to make the university more democratic, and to use it as a platform for increasing the country's independence, emphasizing scientific and technological investigation. Argentina's armed forces, however, have sought just the reverse. They have tried to preserve the university for an elite, and have endorsed the country's dependence through higher education by encouraging the influence of private business interests in certain key courses.

Examples of the first group include the Radical Government from 1916-30. Peronist governments from 1930-73, the military government of General Onganía in 1966, Isabel Peron's government from July 1974 to March 1976, and the present military regime.

Of the two, it is the second group that has most tampered with university freedom, and, as a result, done more to contribute to academic decline. However, no tampering in Argentina universities is so comprehensive as that envisaged by Ricardo Bruera, the present Minister of Education.

## Brain-drain grows

On the campuses the ratio of students to teachers jumped from a figure of 8:1 to the unmanageable average rate of 300:1, while the production of graduates was growing at a rate of 100% per year. The disparity between job vacancies and graduates demand.

The most serious problem, however, in terms of a lowering of academic standards, was the brain drain abroad, which had reached dramatic proportions. In the three years up to last October, 60,000 Argentinians had left to work in Venezuela alone, and a similar number in other countries.

Another factor is that excessive red tape and limitations on the assignment and employment of ex-professors have inhibited research. There has also been a shortage of postgraduate openings. However, there is also to be a continuation of the ban on all political activities and

## A broader approach to liberal studies

One unfortunate aspect of current debate on the liberal studies is the way in which the words "general studies" have come to be accepted as synonymous to the words "liberal studies".

In a recent article in the *Journal of Higher Education* (January 7), the author states that "general studies" are not liberal studies, but a new kind of utilitarianism, the development of which is outside the liberal tradition.

In contrast to British tradition, which has seen liberal studies as a means of broadening the mind, the new utilitarianism is seen as a means of preparing students for the job market.

The "humanism" that is regarded in France as a complement of vocational training is thus aimed directly at the student and his personal development. It seeks to provide the student with a broad range of human experiences.

However, it is almost impossible to develop "humanism" in the process, stimulating the student's thought, promoting reflection, and encouraging the student to think for himself.

But, courses inside such "liberal" studies cannot be put on a par with those of a liberal education. The latter is a broader, more comprehensive education that is not limited to a specific field of study.

In economics the bibliography was extended to include not just Samuelson's text but also Karl Marx and John Maynard Keynes.

The effect of this curriculum was to broaden the student's horizons, to give them a broader perspective on the world, and to encourage them to think for themselves.

The author is emeritus professor of education at Reading University.

It is almost a year since the AUT decided to affiliate to the TUC, but the debate continues about the association's role. Above, Professor Max Beloff gives his reasons for resigning; below Dr Sheila Brenner answers his criticisms, and describes the benefits that TUC affiliation has brought.

# University teachers need a new professional body

When in 1919 I took up my first full-time teaching appointment at the University of Manchester I joined the local branch of the Association of University Teachers. I thought that entering a profession it would be appropriate to join an organization representative of its interests and outlook.

When I returned to Oxford in 1946 I transferred my membership to the Oxford branch, and have remained a regular since-paying it my very active membership ever since. Now, after nearly 44 years, I have written to the chairman of the Oxford branch to resign my membership. My letter ran as follows:

"I am writing to you in your capacity as chairman of the Oxford branch of the AUT to ask you to accept my resignation from the branch and the association. As I have been a member of the branch for 38 years and of the AUT itself for nearly 44 years, your committee might wish to know my reasons.

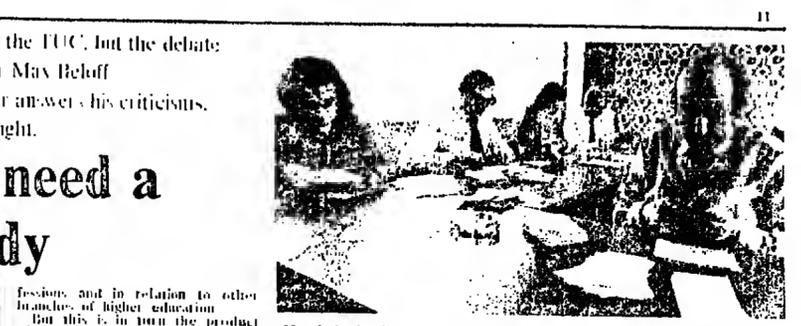
"I have been increasingly aware of the fact that the AUT which, when I joined it, was regarded as a professional association concerned with its members' interests, has become a union with the services that this profession might render to the community, has increasingly taken the form of a simple pressure group concerned exclusively with the material benefits that it can secure for its members—that it has not been primarily effective in this role as yet.

"Furthermore, the association seems to have lost sight of other respects in which it should have been with the right to teach and the right to academic freedom. It is to my mind incompatible with the whole idea of academic independence that the members of the profession, irrespective of their views, should be part of an organization which is closely linked to a particular political party.

"In the other hand, it is difficult to regret the severing of ties of such long duration, and to realize that one is clearly in a minority among one's colleagues. I should like to try to explain my motives at rather greater length.

Let me begin by accepting two points which might be made against my position. In the first place, I do not agree that university teachers have suffered in the recent past a considerable degree of discrimination in matters of remuneration, and which may even be beneficial, is out of place in universities.

It has, however, been recognized that in university teaching even more than in other professional occupations, there can be no direct and measured relationship between the task done and the remuneration provided. Neither day rates nor piece rates are appropriate.



March 1976: AUT officers count the ballot on TUC affiliation.

They are allowed to exercise internal independence to some degree and have systems of management in which the teachers participate because it is assumed that the teachers will under all circumstances be guided by a professional ethic. It that were to change—and the whole thrust of unionization would seem to be in favour of change—then university teachers, wanting to raise in quality for self-government or self-discipline.

They cannot both continue to enjoy the privilege of a great deal of freedom in the distribution of their own time and effort and in the choice of how they interpret their role, and at the same time demand to be treated as though they were ordinary employees, clocking in and out in accordance with the dictates of industrial organization.

I am not sure myself that this position can be held. A degree of intellectual and philistine pressure on universities seems to me inevitable in an economic and intellectual climate which has changed greatly since the days of the great educational commissions give one much cause for optimism.

It may be that the professional ethic, the development of which was one of the great and underestimated contributions of the nineteenth century to the growth of our civilization was something destined to have only a very brief flowering.

Without a professional ethic, all occupations will be thought of in terms only of reward, and not as being in themselves rewarding. University teaching and research will be seen as a means to an end, a means to a salary, holiday entitlements, guarantees of job permanence and so on, a more competitive with other occupations. From being a vocation it will become a business.

Therefore the whole notion of standardization of employment, remuneration and of other professional matters will be largely irrelevant. It is the ravages of inflation that have helped to bring about

on how universities can serve the community, and the conditions necessary for them to do so, will carry weight in the TUC and so gain considerable influence.

The author is principal of University College at Buckingham.

# We must continue to forge links with the working class

Professor Beloff points a pathetic picture of himself with "heavy administrative responsibilities", spending a good deal of time at memorial services or reading obligations, and wondering whether in the face of "utilitarian and utilitarian pressure on Universities" his position can be held.

It is interesting to note that Professor Beloff describes the extension of these rights to a rather larger proportion of the population than previously—a matter which has been, and still is, of prime concern at AUT—as "indiscriminate" work.

Professor Beloff seems to use the words "profession" and "professional" as the slogan of the good, embodying all the virtues. Presumably readers are meant to identify with this much-used slogan, and accept the writer's criticisms as a personal attack on the profession.

The author is lecturer in Mathematics at Liverpool University, and a past president of the AUT.

Handwritten note: 10/11/76

MICHAEL BARRY ON TRENDS from Washington

The Times Higher Education Supplement (London)

Room 541 National Press Building Washington DC

Poll shows grade inflation and more conservatism

Freshmen are entering American colleges with higher grades than ever before, indicating that grade inflation is continuing in the secondary schools...

Congress told of importance of basic research

As the first round of Congressional hearings on the Budget proposed by former President Ford begins, the National Science Foundation...

The tenure system is facing criticism in North America. In the first of three articles, our correspondent looks at the case against.

'Dying for want of fresh blood'

It has long been an axiom of university teachers' unions that the tenure system is the best guarantee of academic freedom. It is a system that is more or less universally accepted in American higher education...



Part of City University of New York: many tenured staff dismissed.

New women's studies lobby

A new association has been formed to press for more women's studies courses in colleges and universities and for the revision of traditional curricula to take account of the contribution of women.

Cornell appoints 'writing' teacher

Cornell University's College of Arts and Sciences has established a deanship to be concerned solely with the teaching and problems of student writing.

Danes are going to the polls next week. Mike Diekenfeld, Scandinavia correspondent, reports from Copenhagen on the prospects for higher education.

Tighter purse-strings - whoever wins

Next Tuesday's general election is unlikely to herald any marked change in current higher education policy: whatever the result, the need for reform has already been widely recognized.

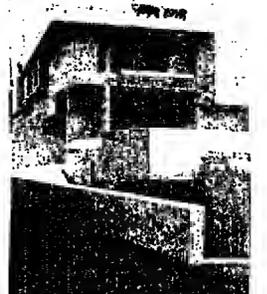
Italy: Communists stress need to 'integrate' universities

A new blueprint for university reform by the Italian Communist Party attempts to combine complete freedom of teaching and research with intense involvement of public authorities...

John Hogan, Dublin correspondent, on the Irish Republic's long-awaited tertiary level legislation.

'Who governs' row may be last hurdle

The internal structure and government of the Republic's universities will be the main point of controversy in the new Higher Education Bill, which is at an advanced stage of preparation...



The new library, Trinity College, Dublin

Australia: Commissions likely to merge

The Canberra government is expected to approve a merger of the three post-secondary education commissions within the next six months.

France: Top R and D agency comes firmly under central control

Last July the long battle going on behind the scenes between the Inspectorate and the Institute for control over the research finally ended in victory for the former.

New Zealand's UGC head

The new chairman of the New Zealand University Grants Committee is Dr John Danks, who succeeds Sir Alan Danks.

Handwritten note in the left margin: 'المجلة 1358'

# A British Brookings?

The three wise men led by Mr Derek Robinson, chairman of the Social Science Research Council, who are at present examining the case for the creation of an Institute of Policy Studies, are engaged in a process which perhaps more fundamental in its purpose and more creative in its possible consequences than they imagine. At stake is the credibility of the SSRC as a reliable source of relevant research in the social sciences. It is difficult to see in the present interest in policy studies an implicit criticism of the quality and relevance of research sponsored by the SSRC in the past 10 years. At stake also is the ability of the research community to apply the results of social research and reflection to the making of public policy.

In this latter respect there seems to be an important blockage in British society compared with common practice in the United States or even France. Here a particularly novel form of occupational apartheid holds sway. In their early 20s people choose to become academics or civil servants or businessmen (or even politicians by nursing their local general management committees to constituency associations). Subsequently they follow distinct careers that effectively discourage cross fertilization and respect different values that create no acute sense of the orthodoxy of "insiders" and the heresy of "outsiders". There is no equivalent in Britain of Dr Eric Doffo who has just moved from being chancellor of the State University of New York to become US Commissioner for Education, or of the frontiersmen who move from the Ministry of Finance to work in a nationalised industry. The most important casualty of this rigidity is the free circulation of ideas. Instead political and intellectual life is seized by a thombosic of creativity.

This thombosic has been re-ferred in the quality of our government. It is not as if we seem to have found their target. Politicians too often have been ignorant and short-sighted; their policies the product of genuine reflection. Civil servants have been rigid and myopic in their thinking, fearful of violating challenges to their departmental instincts. Academics, frustrated by their inability to exercise significant influence over policy, have far too often lapsed into vacuous ideology or pretentious academicism.

What seems to be needed is a new breed of intellectual, a new breed of middlemen, the brokers who mediate between the academic and political worlds. They may be seen either as the high priests who in an atomised but increasingly interdependent society have preserved the mystery and sanctity of the sacred, or as down-to-earth translators and interpreters. This role is already played to a limited extent

by some parts of the media and by institutions such as the Centre for Studies in Social Policy. But there is still a very strong case for the more systematic encouragement of policy studies and, in particular, for providing it with firmer institutional foundations.

There are three ways in which this can be done. The first and minimalist solution is to create an organization in better coordinate existing efforts in policy studies. This might take the form of an umbrella agency for the CSSP, the Centre for Environmental Studies and so on. The second and compromise solution is to create a quasi-independent institute of policy studies—but one which draws heavily on existing resources in higher education. The third and maximalist solution is to create a large and well-funded institute on the model of the Brookings Institution in the United States.

All three have drawbacks. Something much more radical than the tidying-up envisaged in the first solution will be needed if policy studies is to become a bridge between higher education and the world of politics and business. The existing centres do excellent work but they are like the remote frontier posts of the academic world with all the discomfort in terms of career prospects and scarce resources that flows from this. Something much more independent from the ground up in this case, something more like the independent institute envisaged in the second solution will be required if a two-way flow of ideas and information is to be encouraged.

There are two drawbacks in the third solution. First, plans like Brookings thrive in the other side of the Atlantic but find it hard to survive in the less inviting British climate (but it is precisely because the climate here is less inviting that such an initiative is so necessary). Secondly, it would make a great deal of money, far more than the SSRC could reasonably afford.

Fortunately there are other sources of possible support although this does not mean the SSRC can wash its hands of any plan to create a British Brookings. For such a major initiative in the social sciences to be taken without the support of the council would call into question the value of its overall effort in directing research.

# New chance for Rhodesia

Traditionally the University of Rhodesia has recruited most of its 50 per cent of its staff from Britain. But now following the Foreign Office ruling over the plan to recruit students in this country it is no longer recruits academics through the columns of the British press and is, consequently, suffering a severe shortage of teaching staff in some subject areas.

There is no doubt of the consequence. At a time when the Ministry of Overseas Development is planning to spend £380,000 on funding 250 Rhodesia Africans at the university and the World Council of Churches are together likely to sponsor at least 250 more, the academic strength of the university will be weakened. In important areas—there are already five shortages—a situation that has provoked the university's vice-chancellor to write Britain this month to launch a "back door" recruitment drive.

The university declares itself a non-racial institution and although this is now reflected in the student population a mere 40 of the 240 staff are of African origin. At the same time academic staff are recruited on the basis of academic merit. It is only its first graduates in the late 1950s that the proportion of "home grown" Black academics is suspiciously low. The Rhodesian régime militates against their recruitment. There are little more than 12 places for Africans in the country, a situation that ensures that higher education is available to a desirably proper proportion of Blacks, and many of the Rhodesian Africans studying for higher degrees in America and Europe after leaving the university do not return.

But the fall off in the British teaching force must be seized as an opportunity for change. The university must now look to its own resources and to its own efforts to bolster its academic strength.

# LETTERS TO THE EDITOR

## Licence to buy

Sir,—Tony Hall's letter (THES, January 28) admirably explains the undeniable economic facts of life in book publishing, and his contention that the producers and distributors of scholarly and academic works are entitled to a return cannot reasonably be refuted.

In his last paragraph he asks for some means of avoiding the undesirable consequences of piracy but singularly fails to suggest any. If he could provide the best solution, the world would beat a path to his door. The copyright dilemma has always been to reconcile the interests of the creator and producer with those of the user.

In the case of photocopying and other methods of multiple copying of print, it would appear reasonable to charge the producers to adapt to the changing market for their wares by setting up an agency which would issue licences in copy in return for the practical difficulties are formidable, but could be overcome if some producers accept that future income is likely to be derived not only from the sale of books but also from the revenue accrued from the licensing of users to copy them.

## Education and polity

Sir,—I am grateful for the very fair and accurate report (THES, January 28) of two parts of my inaugural lecture, "Education and the Polity", at Birkbeck College. But as neither the title nor the theme was explicitly stated, these two titles swipect (against) the building of the new universities outside city environments and against life-tenure of posts) must have sounded, if good thunder, yet somewhat anticlimactic to the blue.

What I tried to do was quite simply an exercise in political thinking when so many people have tried to look at education in economic terms (Marxist or Liberal) or in ideal Platonic terms. What might education be like if it followed the main assumptions of the political tradition—which I see as flowing from Aristotle through republican Rome, the city republic and the American and French Revolutions?

- that man is a political animal—therefore more self-government at every level of education;
- society is composed of a diversity of education and interests—therefore education for diversity, stressing problems and critical method rather than offering authoritative solutions;
- the best form of government is mixed government—therefore should not choose between aims of personality development, cultural attainment or productive needs, but that all three must coexist, side by side but not confused or merged.

Also I argued that from the political tradition of thinking certain applications for a "best possible" as it were, educational system would follow as regards: first timing, that that must be carried out continuously, so spread throughout life and not concentrated so much in school and higher education, indeed later compulsory school but more post-secondary education; second, mobility, that the educational system would stress the individual's flexibility, adaptability, and above all mobility, so I questioned security of tenure and suggested various mobility through the whole educational system; and I identified security of tenure for the whole as a device that encourages bureaucratic values rather than political that citizens live in cities and space, isolated by age groups in the countryside, and so on. I found the consequences as to procedure rather than values.

Those procedures in education should be a far greater concentration on the two basic skills of numeracy and literacy (mathematics and English as the twin arts of precise expression from which everything else follows, but does not have in follow or follow all at once. If we had these as the major elements of a core curriculum, two minor elements are needed: practical studies (in economics) a technical frame of mind) and political and economic literacy.

In detail, a long and complicated argument I admit, but simple in the sense that I was merely trying to infer what the educational system might look like as a whole (neither THES nor TES if we look at it in terms of the political tradition, rather than economically, philosophically, or more often, bureaucratically). The full version will appear in the spring issue of *The Higher Education Review*.

Yours sincerely,  
FRANCIS CRABBE,  
Birkbeck College,  
London University.

## Excellence and after

Sir,—Many of your readers must have been surprised as they were pleased to see your thoughtful and concerned editorial "Lord Auman in context" (THES, February 4). You conclude: "The pupils who in the past years have taken the 11-plus and passed into the environment—whatever its name—where intellectual pursuits would not be branded as snobbish nor a waste of excellence now going in hard to resist the pressures of the majority... Precisely. These changes in secondary schooling will have is not yet clear... What is clear is that the changes must make a mark."

Do we really need to be quite so cautious and understated? Certainly it is not clear precisely what effects these changes will have. But surely there can be no doubt about two inherent tendencies? First, it must become progressively harder to ensure that the available above national level which they must achieve if the country is to avoid an accelerating impoverishment in every sphere.

Second, it must become much harder than in the old direct route to advance children from disadvantaged areas to ascend the educational and social ladder. The only escape is to be backtracked by ensuring that somehow, even within the framework of universal compulsory comprehensive education, the above average talent is brought and taught together.

This is, someone will say, Black Paper doctrine. Indeed, but how can such conclusions be avoided if we admit that comprehensive education as presently conceived is handicapping the development of the above average child? Any why should they be? Yours sincerely,  
ANTONY FLEW,  
Alexandra Road,  
Reading.

## Teacher training

Sir,—The Secretary of State's proposals for teacher training in the North Tyne region will, I think, leave a vacuum of future expansion is likely to be more than another list of the potential for student places. It will be the extinction of independent, Christian teacher education, and the end of the dual system in the North Tyne region. In the entire area north of 55 11/2° N and 0° 11/2° W, there are no more than 100 places for teacher training in the North Tyne region. The need for some rest is recognized (though that is taken with the extent of it) but because numbers fall it does not follow the needs of potential students also change. There are no ridings and links needed for places in an Christian college and a college. Of our first year of 55 per cent live in the north. Under the new proposals they will have to leave.

Stefan Heym's novel is the first direct study of the German Democratic Republic in its major crisis of June 1953, seen in relation to the internal ideological conflicts which followed Stalin's death in March of the same year. The official view in the GDR, represented in the novel by the revolutionary putsch, organized and activated by subversive groupings in the West.

For the English-speaking public, *Five Days in June* will serve as the purely documentary study of teacher training in the GDR. This we see the effect of the system which has as its logic on paper, but which at events a cold and hard cynicism about the nature of teacher training in the GDR. Yours sincerely,  
W. R. IARGIE,  
Academic Registrar,  
St Mary's College,  
Newcastle upon Tyne.

Sir,—Your report on student training in Ireland in Trinity College, Luccan, on January 21st, was, I think, first, we are not with three colleges of education out one. Second, Trinity is out from the National Council that all honours degrees at just those for primary teachers were in at least four years and Trinity's IED programme, and college's relationships with other related colleges of education, which are not at all simple. Yours sincerely,  
J. A. BRISTOW,  
Trinity College,  
Dublin.

Sir,—A short while ago hospital doctors were asked that their duty hours were to be cut to 120 hours a week, and that industrial school to be closed. The British Medical Association Hospital Doctors' Committee is to oppose the medical school intake. Perhaps the committee core to explain what the manpower planning has staff shortages which are excessive hours, once again hospital doctors. Yours faithfully,  
BRUNO R. DIX,  
Assistant General Secretary,  
National Union of Public Employees.

## Doctors on duty

George Lukács, recognizing the literary breakthrough represented by Stefan Heym's *One Day in the Life of Ivan Denisovich*, stated in characteristically authoritative manner that "the central problem of socialist realism today is to come to terms critically with the Stalin era... Without uncovering the past, there is no discovery of the present. It only seems that there is no more absolute contrast than that between Subbotin's typically uneventful day in a typical prison camp and the extraordinary, and violent, intervention of Russian troops against demonstrating East Berlin workers, which is normally associated with that 17, 1953, but both kinds of situation form the same formidable vital challenge to East European writers today.

The afternoon in 1953 is the culmination of Stefan Heym's *Five Days in June*, and his novel, which is a particularly explosive subject-matter reflects the continuing dilemma of the committed socialist writer, seeking to present historical truths which may conflict with the Party line, but in what he sees as the highest interests of his political cause. Heym, with the advantage of his bilingual fluency and a reputation first established as an American exile through his war-novel *The Crusaders* (1948), is probably the best-known East German novelist in the English-speaking world, but East German literature has as yet attempted little more than a cautious reckoning with Stalin.

The process began in the 1960s with the *Bitterfeld* novels of authors like Christa Wolf and Brigitta Reimann, who found it imperative to portray something of the bleakness of their pioneering years in order to write about the life of the people who were the sea of the Berlin Wall. The approach to socialism has hitherto been of this indirect nature, usually within a retrospective analysis of the development of character, as in Wolf's later novel *The Quest for Christa T.*, published in English in 1971.

Heym's new novel is the first direct study of the German Democratic Republic in its major crisis of June 1953, seen in relation to the internal ideological conflicts which followed Stalin's death in March of the same year. The official view in the GDR, represented in the novel by the revolutionary putsch, organized and activated by subversive groupings in the West.

Heym's personal involvement in the interpretation of the events of June 17, 1953, has been of a quite exceptional nature, and offers a fascinating insight into his development as a writer and into his changing view of his privileged role, as one of a small group of intellectuals who enjoyed a certain literary prestige before becoming citizens of the GDR.

The workers' revolt was the first major incident with which Heym was confronted after ending his 19 years of exile as a political protest against McCarthyism. By coincidence, he had, on the very eve of June 17, been defending the variability of an antisocial in the serfdomed German version of his latest novel, *Goldgrube*, in which American trade-unionists were cleverly exploited by agents provocateurs for their reactionary ends.

In the events of the following day, Heym inevitably saw his fictional analysis vindicated when the events of July 25, 1953, considerable proportion of the working-class of the GDR fell prey to a much greater fascist provocation. Here, irresistibly, was the theme for a novel of central importance—a significance to mark his integration into his new socialist environment.

He began hesitantly to build up a documentary record, in order to analyse how the crisis had occurred—in opposition, naturally, to authors in the Federal Republic seeking to convey the "Western" view about the rising of the workers' revolt. He was well-justified in protesting against the policies and methods of the Ulbricht government.

In the second half of the 1960s it was well known in East German literary circles that Heym had completed a very lengthy novel with a title—*Der Tag X* (*The Day Marked X*) which implied his endorsement of the



West Berliners destroy a Russian flag from the Brandenburg Gate during the rioting of June 17, 1953.

## Dennis Tate describes the history and political background of Stefan Heym's novel *Five Days in June*, based on the suppression by Russian troops of riots in East Berlin in June 1953

official line that June 17, 1953, was the pre-ordained day for the culmination of the systematic subversion.

But his documentary researches had clearly also had the effect of revealing the truth to the workers' revolt—both the increase in industrial work-norms at that moment, then public admissions of a whole series of errors, and the inauguration of a "New Course" promising individual liberties and the improvement of material welfare.

The first demonstrations on June 16 were certainly influenced by an insensitive article in the trade-union newspaper *Tribune*, which still insisted on the compulsory work-norms. The emergency meeting of Party activists that evening, addressed by the SED leadership, had not even considered a strategy for dealing with the general strike called for June 17. In addition, there were the persistent rumours of indecisive power-struggles in Moscow and East Berlin.

Enough of this detail had obviously found its way into *Der Tag X* to make publication unthinkable for a government largely unchanged from the Stalin era, and striving desperately to build up a stable industrial economy.

Stefan Heym showed great persistence in attempting for years to have *Der Tag X* published at every hint of relaxation in the *Kulturpolitik*, but finally turned in frustration in 1964-65 to the Federal Republic. Not only was it rejected there, however, so literary grounds as well as on account of the dubiousness of the "Day X" theory, but Heym also found himself denounced unreservedly by the Party's Central Committee in December 1965, mainly because of his alleged propagation of a "totally false" version of the events of June 1953.

This was an undoubted turning-point in his career, depriving him of his secure existence as a professional writer and making it virtually impossible for him to publish anything further in the GDR. Like the other independently minded socialist subjects to be distinguished Berlin professor, Robert Havemann, and the provocative singer-poet, Wolf Biermann, Heym was unemployed and supported himself mainly through income from the Western cultural world.

Nothing more was heard of *Der Tag X*, and the final word appeared to have been pronounced in 1965, but the author's autobiography of 1970, from a position of intimate knowledge of the situation in June 1953, within the Berlin SED, that the novel would have done a disservice to history by perpetuating the Party's overall view of events, and was better left unpublished.

Between 1965 and 1972 Heym, not unlike many of the German writers with whom he had shared the experience of exile during the Third Reich, turned his literary attention to historical themes—not so much as a

way of escaping from unpleasant realities as in the search for subjects which might offer a fruitful perspective on them.

But his documentary researches had clearly also had the effect of revealing the truth to the workers' revolt—both the increase in industrial work-norms at that moment, then public admissions of a whole series of errors, and the inauguration of a "New Course" promising individual liberties and the improvement of material welfare.

The Queen against Defoe (1970) and *The King David Report* (1972) were both based upon literary antecedents, namely Defoe's satirical pamphlets of the early eighteenth century and the account of the life of David in the Old Testament, supplemented by solid scholarly research into each period. Heym's own history, *The Dregs of Minsk*, which had for the Party in 1965 compounded the dissent inherent in *Der Tag X*—the oppressive nature of authority, and the writer's special role as an uncompromising realist after truth.

The Queen against Defoe, the fictional diary of Josiah Creech, assistant to Queen Anne's Secretary of State, the Earl of Nottingham, bears a striking resemblance to the failure to suppress the seditious influence of the dissident Defoe: in *The King David Report*, the honest scribe Ethan is entrusted by King Solomon with the task of compiling "The One and Only True and Authoritative Historical Correct and Officially Approved Report" on the recently deceased David, but there proves to be a yawning gulf between the truth and the zealously fostered legend.

Whereas Heym's Daniel Defoe is a wish-fulfilling incarnation of the writer as the people's hero, thwarting officials at every turn, Ethan lives much more perilously in contact with his ruthlessly efficient masters. He is satisfied if he can insert "a word here and a line there" to help posterity discover "what really happened", and yet he ends up, not unlike Heym in 1965, "sentenced to the death of silence" because he knows too much.

The reality of the 1970s was to be less dramatically, between these extremes. Heym was reprinted in April 1973, on his sixtieth birthday, as part of Erich Honecker's more enlightened *Kulturpolitik*, and his recent work had appeared fairly prominently in the distinguished Berlin professor, Robert Havemann, and the provocative singer-poet, Wolf Biermann, Heym was unemployed and supported himself mainly through income from the Western cultural world.

Nothing more was heard of *Der Tag X*, and the final word appeared to have been pronounced in 1965, but the author's autobiography of 1970, from a position of intimate knowledge of the situation in June 1953, within the Berlin SED, that the novel would have done a disservice to history by perpetuating the Party's overall view of events, and was better left unpublished.

Between 1965 and 1972 Heym, not unlike many of the German writers with whom he had shared the experience of exile during the Third Reich, turned his literary attention to historical themes—not so much as a

between the "Day X" theory and the revelation of the crisis of policy and leadership in the SED—all demonstrably authentic and much of it, like the excerpts from Phyllis' speech on June 16, remarkably accurate.

The *Tag X* at once is a highly chronological, compressed into the five days beginning on June 15 with the reason of the Party's passing hours recorded at the start of the Party's Central Committee, and at least an echo of the Party's Central Committee, under the leadership of Walter Ulbricht, *Five Days that Shook the World*. The emphasis is almost entirely on the situation in a typical East Berlin factory, with a fictional examination of the extent to which the Party's Central Committee, working-class, represent three main standpoints in a continuing debate on the nature of socialism.

The outcome, however, is never in doubt, since Witte is the heroic man of action throughout, enjoying Heym's admiration and respect at every turn, as much as Defoe and Ethan did before him. Witte, one of the "real communists", works tirelessly to bring in a new era of revolutionary democracy against Party dogmatism and the workers' suspicion. Bangartz is, in contrast, a cliché of spiritual servitude, under the Party's end menfully helpless by the sudden loss of authority, which is a "nightmare" to him.

The young Kilmann's crisis is far more convincing, in the context of his past life and domestic circumstances, as that of a "natural" socialist manipulated into leading a strike, the destructive effects of which leave him in bewildered disillusionment. The minor figures tend to fall, despite some effective characterization, into one of these three camps, but as a writer does break new ground boldly, in doubting the conflict of ideas as far up the hierarchy as the Party's Central Committee and the Russian military administration.

The publishers' assurance that *Five Days in June* is "no political tract" gains substance through the detailed, subtle handling of its main figure, the straggling, unimpressive Goodie Cesa, who is associated with a fair proportion of the novel's mixture of sex, violence and death. Greatly assisted by coincidence, she also links the action in East Berlin with that of her father, who is a minor figure, but rather insignificant level, leaving the suspicion that her role is to reduce the complexities of divided Berlin to fictionally manageable dimensions.

Heym also seeks to counteract the novel's political seriousness, too mechanically through romantic subplots, with Witte's success here as an unnecessary final confirmation of his heroic status. On the other hand, the urgent dialogue which makes up a major part of the narrative is skilfully handled, despite the occasional obscurities not present in the German edition.

Because this novel is a for more ambitious work than its two predecessors, it has exposed Heym's limitations in the creation of character and in the structuring of a complex narrative. Yet it is a work of undeniable political importance, continuing towards the socialist realism of Lukács's definition. The final, rhetorical chapter of the *Five Days* is little more than a manifesto for reform from within the Party (of which Heym is not a member), containing the prophetic suggestion that the trade union structure should be revitalized as a bridge between the Party and the workers, rather than decline into an irrelevant "travel bureau".

The brief epilogue, from the perspective of June 1954, is hardly encouraging: the fine phrases from the recent Party congress which promise the new "short" history, the difficulties with Bangartz promoted and the troublesome Witte sent off for theoretical "guidance".

The final irony is that *Five Days in June* was rejected for publication in the GDR late in 1974, showing Heym's over-estimation of the role of the new *Kulturpolitik*. The difficulties he met with over an apparently harmless story in a collection due to appear in 1975, emphasize the continuing suspicion with which he is regarded.

The further fact that Heym was one of the main signatories of the protest letter to the East German government over the expulsion of Wolf Biermann in November 1970 will scarcely improve his chances of seeing the fruits of two decades' experience published there in the foreseeable future.

The author is lecturer in German at the New University of Ulster.

# NOTICE BOARD

# BOOKS

## Once upon a time...



Puss-in-Boots by Gustav Doré © Radio Times Picture Library

**The Uses of Enchantment: The Meaning and Importance of Fairy Tales** by Bruno Bettelheim. Thames & Hudson, £6.50. ISBN 0 500 01162 X

Read meanwhile... hunt among the shelves, as dogs in grasses. And find one cure for Everychild's disease. Beginning: *Once upon a time...*

So Randall Jarrell on children's books, "The cure" he envisages is, I suppose, the temporary imaginative transcendence offered by the magic of the story. But for Bruno Bettelheim, who is a practising child analyst, fairy tales are indeed a form of existential psychotherapy and offer themselves as almost indispensable aids to the cure of the child's most deep-seated disease: childhood itself.

But we should remember that once upon a time, in the dark days before Walt Disney, what are now called fairy stories were part of a repertoire of popular tales, the common property of whole communities, not just children. And in these cases they were not necessarily intended at a juvenile audience even when they saw the cold light of print. When Basile compiled his *Contes*, collected their treasure-house of *Histoires*, and various editors selected the heterogeneous patchwork of popular middle-eastern stories into the *Arabian Nights*—they had so adult an audience in mind.

It is only because it is a child's story that these tales survive the assumption that fairy stories are all about and for childhood. The stories told by Shakespeare to save her life and amassed by the Grimms as a deposit of the imagination of the *das Volk* have joined these of Parrot and Andersen in the nursery. In doing so their nature has been wholly translocated into the world of childhood, to be as the adult world of the past. The stories which were once told to children are now told to adults. And the growing influence of the television which offers our culture an escape route into the archaic world of origins and mythic time.

Of course childhood is our myth of origins, and it is hardly surprising that the dramatic poet who invented the idea should also have been the first generation to recognize the deeper meaning of fairy tales, and to see in them a kind of imaginative power. The Grimms, for example, were not just collectors of folk tales; they were psychologists. Bettelheim as a psychoanalyst shares these assumptions and takes as a starting-point Schiller's characteristic assertion that "there is deeper meaning in the fairy tales told to children than in the truth that is taught by life".

Though none of the Remarques were very precise about this meaning—Coleridge, for example, claimed that "they habituated his mind to the vast"—Bettelheim is more specific. For him, fairy tales are fables of identity, symbolic representations of a child's struggle with his own desires and fears on the road to adult sexuality and independence. Each tale displays an "existential dilemma which enables a child to come to grips with his hardest problems in their most essential and vivid form—problems of his own animality, his longing for power, his forbidden desires, his sense of dangers from within and from without."

The stories characteristically bring the grain characters from situations of origin contrived to be blissfully happy and, and this process of maturation by Bettelheim, the narratives are narrations of growing-up, a kind of Freudian Pilgrim's Progress, during which the child hero overcomes adversaries representing his own oral and Oedipal phases, being left at the end of the anteroom to the holy city of his own "higher humanity" the glorious goal of the process of individuation. The simpleton becomes a prince, the peasant girl a queen, the ugly frog a glamour boy, the

Beast a respectable husband. The happy marriage of prince and princess represents maturity, a victory over the egotistic, hostile step-parents, bullying siblings, and giants who represent the forces both in himself and his family situation which impede this mature but strenuous development from taking place.

Now, in spite of the initial implausibility of this idea, and the unacceptability of Bettelheim's assumption that the stories are earmarked "children only" and "about" childhood, there are things to be said in his defence. Grimms' tales, at least these in popular currency, do characteristically have very young or very small heroes, who battle for success in a big, dark world, threatened by giants, cruel step-parents and monsters. And their context is all too familiar and familial. As Freud said, the *unheimlich* or uncanny is deeply implicated with the *heimlich*, that is the world of hearth and home. Giants are parents with large, his which and her ginger-bread house represent the cannibalistic and repulsive side of the maternal home. Jack's beaststalk and club represent phallic aggression, while the Sleeping Beauty's pricked finger and the drops of blood it oozes (the tales are full of the drops of blood of young girls and their mothers) represent feelings about menstruation.

The slightest doubt on the subject of the fairy tales told to children is that the fairy tales told to children are not just tales of a kingdom and merry the lover of their dreams, but carnally awake ideas of growing-up and eventual success to a small child or adolescent.

The magical realm of the stories is rooted in the structure and emotional values of the German family. They are rarely *Hänselchen* with their endless hopping on birches, marriages, forbidden accords, perdition) though the house is located in the middle of a dark forest. Where the folklorist could only explain the tales in terms of the survival of primitive belief, the psychoanalyst can explain their survival in terms of their present appeal, not as museum pieces but as living stories which spell out the familiar inner world—one which is leopoldably irresistible, unconsciously patterned, and grimly enchanted—the world mapped out for us by our own childhood.

Of course everyone has always assumed that fairy stories were about wish-fulfillment and a "dream-world" and psychoanalysts have interpreted them as wish-fulfillment. But in Bettelheim's reading, they are also strictly ruled by the reality-principle—more strictly than in the world of the child. For the happy and only happens to those who make the appropriate reconciliations of infantile gratification and learn the appropriate lessons. In other words they are the wages of maturity. This is the subtlest wish-

fulfilment of all, and useful propaganda.

A look at Bettelheim's interpretation of Little Red Riding-hood should give some idea of his method, and the contortions he has to go through to twist the stories into the appropriately exemplary shape. For him the tale is about a girl's Oedipal conflicts, incestuous attraction, the pleasure of the mother's straying off the path to wicked flowers on the way to her grandmother's, despite being forbidden to do so, shows that she is still in the grip of the pleasure-principle, her hero can symbolize violent sexual ones ("very much including sexual ones"), her "budding sexuality". When asked by the wolf where she is going, the girl's highly circumstantial answers betray to the reader that she really wants the wolf to eat her granny, and when she takes the disguised wolf to her granny, she agrees to go to bed with her. It must be that she has secret desires to sleep with her father, having got her "mother" out of the way (Bettelheim suggests that the house in the woods is only a transposition of the parent's name) in punishment for giving in to these forbidden Oedipal fantasies, the girl is swallowed up by the wolf, only to be rescued by the hunter (who represents the pensive aspect of the father and subject to a higher state of personality integration), along with her rescued granny.

Now, Perrault recognized from the start that the story was about sex. *Little Red Riding-hood* was his "childhood sweetheart" he was clearly revolting in the notion of himself as sexually wicked Big Bad Wolf preying on young innocents. (Dere could see the sexual element in the story from the other angle: his girl stares with a blond of horror and fascination at the hairy old predator which shores her abjects.) Bettelheim wants to go beyond this recognition to insist that the tale is not just wish-fulfillment, not just indulgent fantasy but a demonstration of the triumph of the reality-principle. Being swallowed is a "merited punishment" therefore, and being ripped from the belly is a sign of a "higher existence". At the end, though we are told that she never learns not to rebel against the mother, nor to try to seduce or permit herself to be seduced by the sex yet dangerous aspects of the male.

But none of this is clear in the narrative at all. She is never explicitly seen as wicked, indeed everyone thinks she is innocent and she never learns the error of her ways, she is merely miraculously rescued by a hunter. There is no

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## Exegesis

The *Arabian Nights* and its Exegesis. Selected Texts with Classical and Modern Muslim Interpretations. Edited by Helmut Gahr. Routledge & Kegan Paul, £3.50. ISBN 0 7100 8327 0

A great religion with millions of adherents, generates in the course of centuries a vast supportive literature. Even if its scriptures are relatively slight in volume, they have to be expanded and interpreted, criticisms have to be answered, logical form and succinctly formulated so that they can be easily remembered by ordinary people. The whole becomes a vast intellectual edifice.

This book represents one wing of the intellectual edifice of Islam, namely, Qur'anic exegesis; and perhaps the most important thing it does for the non-Muslim reader is to give an impression of the vastness of this edifice. Virtually every page has several names of persons or places or events, and many of these are less common names, not mentioned in the usual introductory books about Islam. Readers get some help from the brief biographical notes in the index, and from the footnotes, but if they really want to appreciate the text they will have to do much further study.

The selected passages are arranged according to their subject-matter under the headings: revelation, Muhammad, salvation history, Islam with other religions, God, angels, eschatology, duties and prohibitions, dogmas. Finally there are sections dealing with mystical and philosophical exegesis, and with Shi'ite and modern exegesis. The book thus covers a wide range of Islamic belief, and the account in the author's introduction of pre-Islamic Arabia, Muhammad, and the later development of Islam suggests that to regard his book as suited for those with little or no knowledge of Islam. It is to be doubted, however, whether this is so. On the other hand, it should be very valuable as putting flesh and blood on a skeleton knowledge of the subject, possibly for persons who have already heard lectures on Islam and read half a dozen books.

Most of the selections are from two commentaries, those of Az-Zumakhshari (d. 1144) and Al-Baydawi (d. 1286). The former has an unrefined knowledge of the Arabic language, but in doctrine followed the heresy of Mu'tazilism. Al-Baydawi, while in the main condensing and slightly supplementing him, also corrected his errors from a Sunitic standpoint. The relatively late date of the writers—about 500 years after Muhammad—means that the views they express are a distillation of centuries of theological debate.

This makes it difficult for the non-specialist reader to appreciate the point of the discussions. One would have liked to see either references to standard works or notes on such matters as abrogation and abrogation. The text and notes on such matters as abrogation and abrogation. The text and notes on such matters as abrogation and abrogation. The text and notes on such matters as abrogation and abrogation.

Hugh Haughton  
W. Montgomery Watt

## Appointments

**Professor Andreu Bahi**, Euzko Leizola, has been appointed professor of economics at the University of the Basque Country. **Professor Cheong Kue**, previously personal professor in Sirachide University's department of shipbuilding and naval architecture, is to be professor and head of the department.

## Recent publications

The Middle East Economic Digest which has been published weekly for 20 years is to be put on a new basis. All past issues will be filed and a subscription basis through Newspaper Archive Development Ltd, a division of The Times. Further information from Bruce Jackson, Newspaper Archive Development, 16 Westgate Road, Reading RG3 2DF.

Periodicals on Women and Women's Rights series II are available now bringing together a complete collection. These include 35 mm microfilm, microfiche and cassette. **Women's Rights: Independent Feminist Weekly, The Progressive Women, The Women's Forum** available from Greenwood Press Inc, 85 Riverside Avenue, Westport CT 06880.

Design Courses in Britain a new edition for school leavers interested in applying for full-time courses in the design and related subjects. The handbook contains information about design courses offered at colleges or departments of art and design in Great Britain and Northern Ireland (available from Design Centre Bookshop, 28 Haymarket, London SW1Y 4SU, E1).

## News

Tibet is a new hour-long documentary film shot last summer. The film tells of the social changes there since 1950 when the Chinese Communists entered Tibet to reestablish territory. It is available from Contemporary Films Ltd, 53 Trevelyan Road, London W1V 6DR.

City University has been awarded a Social Science Research Council grant to develop research into international management education. It is to be carried out by Miss July Lister and aims to discover how to prepare managers for their role in a European environment.

## Open University programmes February 12 to 18

- Saturday February 12**
  - 09.30 Man-made nature: design and technology: *Ways of Seeing* no lecture
  - 10.00 Making sense of Society: *Unemployment*
  - 10.30 Psychology Foundation Course: *Telecommunications*
  - 10.40 Social Anthropology: *Problems of the City*
  - 10.50 *Contemporary World: The Industrial Revolution*
  - 11.00 Introduction to English: *The English Language*
  - 11.30 Introduction to English: *The English Language*
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  - 11.50 Introduction to English: *The English Language*
  - 12.00 Introduction to English: *The English Language*
  - 12.10 Introduction to English: *The English Language*
  - 12.20 Introduction to English: *The English Language*
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## Universities

**Buckingham**  
Lecturers: T. J. Bailey, B. Berkovitz and V. A. R. D. Durand (Law); Hilary M. Tomlinson (modern languages).

**City**  
Visiting professor: Professor D. J. Moravitz (chemistry).

**Liverpool**  
Finance officer: Mr Peter Gayward. Senior lecturers: I. Taylor (clinical, surgery); W. D. George (clinical, special appointments, surgery); A. C. Davidson (clinical, anatomy, physiology). Demonstrator: R. H. Cooke (pharmacology and therapeutics).

**Nottingham**  
The Institute of Mathematics and its Applications is holding a symposium on "Recent Developments in Solar Energy" jointly with the Solar Energy Society of Ireland on February 17 at University College, Dublin.

## Other notices

Welsh Landscapes by Paul Joyce is an exhibition being held at the Photographic Gallery, University of Southampton, from February 14-March 18. Paul Joyce is a photographer who recently turned to photography from working in television and making documentary and feature films.

A symposium on learning skills of students and lecturers is being held jointly by the Society for Research in Higher Education and the Aston University in Aston's main building, Dr Laurie Thomas, director of the Centre for the Study of Human Learning at Brunel University, will speak of new students on reading and listening. Mr Graham Clark, director of the Open University's Institute of Work-based Learning, will lead a workshop on learning about learning. Further information from Dr Peter Jarman, Symposium Organiser, Aston University.

Split possessions and ecstatic religion, a residential conference organised by St Catherine's, Cumberland Lodge and the Royal Anthropological Institute will include: Professor John Beattie, Institute of Social Anthropology, Oxford University, on spirit mediums in the Ivory Coast; and Professor John Beattie, Institute of Social Anthropology, Oxford University, on spirit mediums in the Ivory Coast. Enquiries to the Institute, Royal Anthropological Institute, 26 Craven Street, London WC2N 3NG.

## Grants

- Stirling**  
Biology—Dr Peter Tyler £1,257 from the NERC to fund a team of biologists in the study of the behaviour and physiology of some commercial species of freshwater invertebrate and fish and shell fish. Dr John R. H. Beckett, Dr M. J. Nott and Dr L. Stevens £24,000 from the SRC to fund a project concerning the morphology and functional spaces.
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## Noticboards

Noticboards by Patricia Santilli and Pauline Gamble

## Polytechnics

Deans: Professor J. M. O'Connell (art); Dr C. Wright (education). Head of schools: A. M. Moun (administrative and professional studies); Dr W. R. Spence (social studies).

**Winchester**  
Head of department: Dr R. Richardson (history). Senior lecturers: P. F. Mulford (sociology); Dr J. W. Portner (economics).

**General**  
East Anglian Regional Advisory Council for Further Education: Mr James McClelland, at present senior adviser and education officer to the Norfolk County Council, has been appointed secretary to the East Anglian Regional Advisory Council for Further Education with effect from May 1, 1977.

**Dundee**  
The Rt Hon the Earl of Eglinton, Mr George Mackay Brown, the Orkney poet and novelist; Sheriff John Christie, Sheriff of Tayside Central and Fife, and member of Queen's College Council 1964-7 and Dundee University since 1967-75; Sir David Mount, former chairman of the finance committee of Tayside Regional Council; Mr J. H. Douglas Murray, AME, former chairman of Angus County Council education committee and member of the university since 1970-74; Dr Rex Richards, FRS, formerly Dr Lee's professor of chemistry, now warden of Merion College and vice-chancellor elect of the University of Oxford; the Very Rev Dr David Steel, formerly minister of the general assembly of the Church of Scotland.

## Honorary degrees

**Durham**  
DSC: Professor Cyril Cole, University of Nottingham, for services to the study of the history of the University of Leeds. Honorary DSc: Mrs M. A. M. AIA: Mr Robert Hood, at Durham since 1968.

**Exeter**  
DSC: Emeritus Professor J. Lunt, formerly head of the department of the University of the South West, for services to the study of the history of the University of Exeter. Honorary DSc: Mrs M. A. M. AIA: Mr Robert Hood, at Exeter since 1968.

**Hull**  
DSC: Professor J. Lunt, formerly head of the department of the University of the South West, for services to the study of the history of the University of Hull. Honorary DSc: Mrs M. A. M. AIA: Mr Robert Hood, at Hull since 1968.

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**Exeter**  
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**Dundee**  
The Rt Hon the Earl of Eglinton, Mr George Mackay Brown, the Orkney poet and novelist; Sheriff John Christie, Sheriff of Tayside Central and Fife, and member of Queen's College Council 1964-7 and Dundee University since 1967-75; Sir David Mount, former chairman of the finance committee of Tayside Regional Council; Mr J. H. Douglas Murray, AME, former chairman of Angus County Council education committee and member of the university since 1970-74; Dr Rex Richards, FRS, formerly Dr Lee's professor of chemistry, now warden of Merion College and vice-chancellor elect of the University of Oxford; the Very Rev Dr David Steel, formerly minister of the general assembly of the Church of Scotland.

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The Victorians at the polls

The Politics of Deference: A Study of the mid-nineteenth century Political System by D. C. Moore

No doubt somewhere in the world there exists a reader to whom this book will come with the force of a revelation...

With respect to Professor Moore there has always been ample evidence, literary and political, to demonstrate the existence of deference in Victorian England...

The evidence to support this contention is readily rather slight. Professor Moore points to the election of John Marshall, a flax-spinner, for Yorkshire in 1826...

The overall structure of the book is not completely satisfactory. In chapter seven we spend some time on the politics of the 1870s before going back in chapter nine to discuss the 1867 Act...

Professor Moore also provides an explanation of the two Reform Acts of 1832 and 1867. Conveniently, it is the same—that the landed classes became so alarmed at the activities of "urban leaders" in the counties...

that they resolved to reform himself in such a way as to confer upon voters in their boroughs...

It is clear that Professor Moore has exaggerated the value of poll books and his determination to make everything fit into that framework leads to some forced explications...

The author's attitude to these urban leaders is curious. According to his own account, their activities triggered off reform and they were strong enough to render the central voters redundant...

the 1867 Act, we are assured on the one hand (page 265) that it destroyed the power of the Leicestershire radicals...

It is clear that Professor Moore has exaggerated the value of poll books and his determination to make everything fit into that framework leads to some forced explications...

The organizational weakness is not reinforced by the quality of Professor Moore's analysis. His overall thesis—that urban penetration of the counties was the dynamic of reform—clashes horribly with his evidence on the importance of the rural vote...

to strengthen electoral politics. While the headlined event, without a doubt, led to poll books, there can be no questions upon which it can be brought to bear...

The fundamental weakness of Professor Moore's book is his failure to distinguish between the urban and rural vote...

There are, of course, many excellent books about the university as an educational, cultural and social institution but they tend often to fall into one of two categories...

Open University: A Personal Account by the First Vice-Chancellor by Walter Perry

On Easter Day 1963 Harold Wilson jotted down "In less than an hour" his proposals for a University of the Air...

The author's attitude to these urban leaders is curious. According to his own account, their activities triggered off reform and they were strong enough to render the central voters redundant...

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To Scottish assumptions about broadly based education was added a belief in the virtues of socially wide democratic education...

These are much outweighed by its considerable achievements. By 1978 they had produced 15,000 graduates at a cost (at 1973 prices) of £5,250 in the British Library...

There are, of course, many excellent books about the university as an educational, cultural and social institution but they tend often to fall into one of two categories...

Reference & pamphlets NFER register

Around 2,200 entries are contained in the Register of Educational Research 1973-76 which covers the whole of the United Kingdom...

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Medieval Heresy Popular Movements from Illogomil to Hus Malcolm Lambert

A major account of popular heretical movements in the Middle Ages, their origins, influence and extinction. For the first time the vast amount of foreign-language research is presented and analysed...

The main purpose of this book is to improve communication between specialists working on different but closely related aspects of medieval settlement.

This book is fundamentally different from earlier works in that it considers the causal relationships between inequality, the spatial organization of society and social structure.

Medieval Settlement Community and Change Edited by Peter Sawyer

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New Books from LEPUS

TOWARDS DANCE & ART By Elizabeth M. Watts 120pp. 11 illus. £3.80

THE INFLUENCES OF RUDOLF LABAN By John Foster 187pp. £5.00

SOCIAL INVESTIGATION IN PHYSICAL EDUCATION AND SPORT By E. D. Saunders and G. B. White 106pp. £5.00

LEPUS BOOKS 7 Leighton Place, Leighton Road, London NW5 2QL

Localised liberalism

The Splintered Party: National Liberalism in Hessen and the Reich by Dan S. White

The National Liberal Party in the Second German Empire was notoriously prone to division, a process which, when it suited him, Bismarck as Chancellor did his best to promote.

In federalist and newly united Germany political parties, like individual states, retained a good deal of autonomy, and National Liberal policy at Reich level was largely determined by decisions taken in the regions.

Many clerks earned only as much as a skilled manual worker, but they hoped eventually to do better: those holding top positions in leading firms could earn more than £400 a year.

From the 1880s the pressure on clerks increased. Many apprentices could not find a permanent position, and there were complex apprentices were used to die. After 1901 competition between rapidly increasing numbers of clerks was generally at the end of the labour market...

In his counting house

Victorian Clerks by Gregory Clark

Between 1881 and 1911 the number of commercial clerks in Britain multiplied tenfold, but while the fortunes of the mass working-class groups have been carefully traced by historians, the Victorian clerk Bob Cratchit, featuring more in novels than history books...

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Universities today

The University: The Anatomy of Academe by Murray G. Rose

There are not many good books about universities that are also accessible. The popular image of universities it seems must remain encrusted with venerable mystery which should only be probed with great care and diffidence.

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Colour and caste

Negro Slavery in Latin America by Rolando Mellefe

Rolando Mellefe has written a brief but enlightening history of the structure of slavery in Latin America. The development of the institution was his chief concern and this he has done with a lucid and convincing style.

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Scottish libraries

The third edition of Library Resources in Scotland, 1976-1977, by James A. Tait and Heather S. G. Tait

This may not be a profound book but it is an honest one. Dr Ross reflects very accurately the bewildering state of affairs in the Scottish library world...

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Keynes lecture

Time and Choice by G. L. S. Shackle

Time and Choice by G. L. S. Shackle of the British Academy's latest Keynes lecture in economics and is obtainable from the British Academy, Burlington House, Piccadilly, London W1J 0BQ, at 75p.

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Marie Stopes

Marie Stopes: a preliminary checklist of her writings together with some biographical notes

Marie Stopes: a preliminary checklist of her writings together with some biographical notes has been compiled by Peter Eaton and Marilyn Warwick and is published by Croom Helm at £5.95.

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Edward Arnold

25 Hill Street, London W1X 8LL

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BOOKS

Haunted by a fear of oblivion

Percy Grainger by John Bird, £10.00, ISBN 0 236 40004 5

The external facts of Percy Grainger's life are straightforward, and a standard biographical entry would run something like this...

None of this is actually wrong. But the image it presents of Grainger, the man and the musician, is almost a complete distortion of the truth.

Enthelbling 16th-Century Music by Howard Mayer Brown, £2.95, ISBN 0 19 323175 1

Early Percussion Instruments from the Middle Ages to the Baroque by James Bladen and Jeremy Montague, £2.95, ISBN 0 19 323176 X

Making Early Percussion Instruments by Jeremy Montague, £2.95, ISBN 0 19 323177 8

Due to the still fairly recent revival of interest in performing "early" music, many more musicians now play Renaissance instruments...

wife, his mother, and his composing friends: childhood furniture, clothing and toys; manuscripts and scores by Grainger, Debussy, Grieg, Balfour, Cardiner, Cyril Scott and others...

Most of the exhibits were accompanied by legends, personal in tone, sometimes lecturing, sometimes patting in their sense of futility...

His personality was moulded in the furnace of his relationship to his mother. Rose Grainger finally left her brilliant but alcoholic and syphilitic husband when Percy was eight...

Making Renaissance music

specific aspect of performance. The first volume is by Howard Mayer Brown, who, until recently held the music chair at London University...

Having quoted from a contemporary source, Brown writes "these were presumably learned by rote, so that each performer would have an instant supply of clues...



Bandsman Grainger, second class, 15th Band, Coast Artillery, summer 1917

tered any potential threat from another woman to usurp her place in her son's life. It was only after her tragic death in 1922...

Methodology of the methodologists

Method Appraisal in Economics edited by S. Latalski, Cambridge University Press, £7.50, ISBN 0 521 21076 3

This is a study of the methodology of methodologists, an occupation which has lent dramatic tension to the papers of the contributors...

Strauss's. His pioneering modern wind and percussion scoring.

He was the first folk-song collector in Britain to use a recording device. Consequently he was able to transcribe with absolute fidelity the individual renderings of his singers...

There are ten main problems facing the Grainger biographer. The first is the quantity and the geographical dispersal of the surviving material, which is scattered throughout the world...

The biographer's second problem is to derive how much to reveal of certain aspects of Grainger's private life, beliefs and prejudices, so meticulously recorded in detail by the composer himself...

Basel Deane

Brecht's poems

Edited by John Willett and Ralph Manheim, Faber and Faber, £1.95 each. They are 1: 1913-1928; Poems, 1928-1934; and Prose and they contain the most 500 of Brecht's poems

Basel Deane

Wagner

Of German Music Resources and Population: A Study of the Changes of the Gurungs of Nepal edited by H. H. Schlegel and Alan Macfarlane, Cambridge University Press, £12.50, ISBN 0 521 20913 7

Of German Music Land Ownership in Nepal on aspects of German Land Ownership in Nepal edited by M. C. Regini, University of California Press, £10.50, ISBN 0 520 02750 7

Some of the later literature on the subject of the Gurungs of Nepal is more rewarding than the earlier work. But the latter is more relevant to the subject of the Gurungs of Nepal...

Poor, becoming poorer

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Education and the Urban Crisis

Edited by Frank Field, Routledge & Kegan Paul, £3.50, paper £1.75

Talcott Parsons and the Social Image of Man

Ken Menzies, Routledge & Kegan Paul, £3.50

Centrality and Cities

James Bird, Routledge & Kegan Paul, £3.95

Books

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Light, volume 1 and 2, third edition by H. W. Hittelman, Academic Press, £6.50 each, ISBN 0 12 218101 8 and 218102 6

Previous editions of this well-known university textbook appeared in 1952 and 1963. The publisher claims that the book has been thoroughly revised and updated...

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Racial variation in aptitudes

Sir.—May I be permitted to reply to those writers who have commented on the article based on my paper "Racial variation in Spatial and Mechanical Reasoning ability—Part 1, Aptitude Test Results" (THESE, November 5).

Incidentally, Part 2 Correlation of Test Results with Degree examination performance will be ready in about a year.

In part one I deliberately restricted myself to a description of the test material and to a presentation of the test results in graphs and a table. I did, however, suggest that the following areas of research might yield useful information:

A comparison of the aptitudes and mechanical reasoning of recent Commonwealth immigrants with those of second generation Commonwealth immigrants to see what effect the cultural passage through the British educational system has on the pattern of the two abilities.

An investigation into the correlation of spatial ability with verbal IQ for the different racial groups.

An investigation of the spatial and mechanical reasoning abilities of immigrants who were fostered at an early age with Celtic/Anglo-Saxon families in the United Kingdom.

Although the Verbal IQ in my calculations were the established by the test designers for Americans they do form a useful basis for comparing the groups I tested.

Incidentally, calculations of the mean scores for the different groups based on raw scores were also made and although the means established

are higher than those based on the American norms they still exhibit the pattern of differences revealed using the American norms. Obviously the patterns of my test results provoke the old question: "How much are they due to environmental and cultural factors and how much are they due to genetic factors?"

Much research is needed. If present assumptions are correct, then the message will be clear in education: if genetic factors form large, then teaching techniques must be adapted to make recognition of the students' learning difficulties.

It may be of interest to THESE readers that I discussed my paper recently with a visitor from Guyana University. He told me that their engineering students find marked difficulty with such subjects as engineering drawing. (Half of their students are of Indian origin and half of African origin.)

I hope the publication of my results will have highlighted what I believe to be a very real educational problem and that it will stimulate research to find answers to the questions thrown up by this apparent racial variation in spatial ability.

Yours faithfully,  
PATRICK BERMINGHAM,  
Senior Lecturer,  
Engineering faculty,  
North East London Polytechnic.

Schools and industry

Sir.—The repeated calls by eminent people, including the Secretary of State for Education himself, for a closer relationship between schools and industry requires critical examination. Of course, like motherhood, no one can be opposed to it. But we should define exactly how this relationship should be developed without bringing the schools into vocational training centres and how we can develop this relationship in an educational way.

First of all, I assume that it is mainly the secondary curriculum they are discussing. Second, I presume that it is the understanding of the world of work in its social, economic and technological context that they are discussing. We can agree that an increased emphasis on the study of industry and aspects including the social, economic, scientific, mathematical, technological and design aspects—of the secondary school curriculum for the 13-18 age group.

Then the problem is how do we find teachers who have the knowledge and experience of industry or commerce to design and teach these changes in the secondary curriculum and yet maintain the essential educational nature of schools. We teachers-education who have this knowledge and experience and who must continue to make every effort to recruit them. However, as two recruitment and teacher unemployment continues their numbers will probably dwindle.

At the same time, the release of existing teachers to this area is likely to be very limited.

The Problem of Life

Sir.—In the introduction to my recent book *The Problem of Life: An Essay in the Origins of Biological Thought*, I state the objectives of the book. This book, therefore, does not set out to be another academic study of the history of biology. It is not concerned with the chronicle of the minutiae of such things as the historical and philosophical roots of our present understanding.

I am surprised, therefore, that your reviewer (THESE, November 5, 1976), criticizes the book for "systematically concentrating on those aspects of past thought which have contributed to, or which illuminate, contemporary biological thought. This was precisely what I set out to do, hoping thereby to achieve a deeper insight into our present position.

Surely a book should be judged on its success or otherwise in achieving its objectives rather than in achieving objectives, however interesting or praiseworthy,

are higher than those based on the American norms they still exhibit the pattern of differences revealed using the American norms. Obviously the patterns of my test results provoke the old question: "How much are they due to environmental and cultural factors and how much are they due to genetic factors?"

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Yours faithfully,  
PATRICK BERMINGHAM,  
Senior Lecturer,  
Engineering faculty,  
North East London Polytechnic.

Therefore, we must try to ensure

that as many as possible of the next generation of secondary teachers include industrial or commercial experience in their teacher-education courses.

At Sunderland Polytechnic we have designed three new four-year specialist honours degree courses which include this experience and lead to qualified-teacher status. Two of them, a BA in Mathematics and education and a BSc in Physical and Biological Sciences, have already been validated by the Council for National Academic Awards and include three months' experience in industry. A proposed BEd for specialist teachers of business studies includes six months' experience in industry. Our experience of industry and business itself is not enough.

The students will not only gain this experience but will be thoroughly prepared and supervised to the organization in which they will be working. Subsequently they will develop the ability to relate what they have experienced and studied to the planning of changes in the essential aims of secondary education.

The success of this kind of occupational placement, however, depends upon special expertise and it is fortunate that, in a polytechnic, a range of faculties, including science, art and design, engineering and business studies, can supply invaluable help in planning, arranging, preparing and supervising these placements. This fact does suggest that many polytechnics are well placed to help fulfil this national need and that more of them consider taking up the challenge.

Yours faithfully,  
HARRY WEBSTER,  
Dean of the Faculty of Education,  
Sunderland Polytechnic.

which the reviewer may have had in mind himself. The reviewer may dislike the view of life taken by contemporary biology but it is not, I believe, to be shrugged off. The book attempts to take this view seriously and to investigate its origins—both historical and philosophical—and its implications.

Second, at a more detailed level, I nowhere refer to our ancestors as "a band of Miconia Dryophloches"—the phrase used was "a population of Miconia Dryophloches" living in the African Miocene some 15 million years ago and later a population of Miconia Dryophloches. This, to the best of my knowledge, is orthodox paleo-anthropology. I carry my risk no speculation about their mental process.

Finally, the book does not consist of "just over 300 pages" but of 343+xxiv, which I make 367 pages.  
Yours faithfully,  
C. U. M. SMITH,  
27 Fegenhore Close,  
Hornbown,  
Birmingham.

Management education

Sir.—As a management teacher I wish Mr. Binns' (THESE, January 28) that the development received by management teachers is not adequate either early in their careers or in keeping up with their needs. However, I disagree with the strategy that he proposes in dealing with the pedagogical needs of people like myself.

In teaching managers we seem to have finally realized that helping a person to "learn how to learn" is, in the long term, more useful than making him dependent on a specialist for his future knowledge and skills. Increasingly we use the term "manager of learning" instead of "manager of learning" and we know about helping managers to learn, to help develop themselves as management teachers.

The highly specialized programmes and masters degrees that Mr. Binns talks about are valuable but they will only affect the minority of management teachers and their future self-development through self-help.

Later this year, the Scottish Business School will try to put this idea into practice by running an experimental nine-week workshop in Glasgow for management teachers and others. The objective is to provide a context in which those interested in their own development and to offer a base from which they can organize their own learning and help develop one another.

The first workshop is somewhat traditional in that it will focus on management teaching methods and use outside teaching. It is hoped, however, that it will encourage participants to form an informal network.

work of management teachers who will organize "events" for themselves, call in experts they may require and generally be responsible for their own and one another's development.

Yours faithfully,  
ANDRZEJ HUCZYNSKI,  
Lecturer in management studies,  
University of Glasgow.

Sir.—John Nelson's article (THESE, January 28) on the origins and policies of regional management centres (RMCs) misses an essential point. It is the apparent performance for separation, even isolation, from other academic institutions, not so many management educationists seem to see as desirable. It is a view that seems to penetrate university staff and demonstrate a preference by asking for separate business schools.

This led to attempts by one part of the DRS to establish RMCs of excellence at exactly the time that the Government was creating the polytechnics as general centres of excellence. The two ideas were bound to clash. The original idea through by which the RMCs had been unfair in many first-class institutions; or wrenching whole departments out of existing institutions, and establishing them in new premises which was never a feasible remedy.

Falling that the only solution, if we were to abandon the policy of co-existence rather than control, which an many centres have now come round to, their creation would have been avoided if this had

been realized from the start. It would have been possible for management teachers to have a more central role in the development of the polytechnics.

Unfortunately, the isolation inhibits the RMCs from being accepted as centres of excellence. It is not clear how the RMCs will be able to overcome this disadvantage.

In fact, in some areas the RMCs are less well placed than the polytechnics. The RMCs are not able to offer the same range of courses as the polytechnics. They are also not able to offer the same range of facilities as the polytechnics. They are also not able to offer the same range of services as the polytechnics.

Yours faithfully,  
T. A. HORN,  
Department of management studies,  
Oxford Polytechnic.

London University change

Sir.—In reporting the arguments about the proposals for change in government of London University (THESE, January 28), you quote the assistance of the general secretary of the Association of University Teachers (AUT), Mr. Akker, on stating that "most universities now give teachers a much larger proportion, and concentration less". In justice this should be stated.

At Brunel University, where the students' association has only one representative in the Senate, in fact there is no conventionally elected representative of the staff in the Senate. What Mr. Akker is presumably referring to is that the Council of Brunel (not its Senate) includes two representatives of the students' association. When its representatives were drawn up, Brunel had only a handful of graduates; in a convention of more than 80,000, including the teachers at Brunel have only a few members out of 37 on the Council.

It should also be borne in mind that the London University convention represents the only "lay" element in the Senate which is not the case with the Senates of most other universities, where the governing body is, in practice, the Council. And, in all cases, the teachers have a lower representation in the governing body and in that being proposed. Lay members always are in a clear majority.

The advantage of representation in London is that it is widely democratic; that its members are people who both know something about the university and, as graduates, have its interests at heart. It is noticable that the party and autonomous views of the staff in the London University are not being shared by any of the teachers who have been elected to the Senate.

Yours faithfully,  
J. STEWART COOK,  
Member of the Council, Brunel University,  
Member of Senate, London University.

Liberal studies

Sir.—Messrs Mitchell and Mowbray call liberal studies a sacred cow which should die (THESE, January 7). At the same time they say they want them to go on being taught in their institution.

A good course in liberal studies would help them to understand that these two assertions are contradictory. If they really think liberal studies is a sacred cow then one of them: at least (the head of liberal studies) should resign. If they do not, then they should write articles in defence of liberal studies instead of joining the Gadarene rush to do away with them.

If the existence of liberal studies were sufficient reason for abolishing the teaching of a subject, education would stop. There are departments of liberal studies. There are also departments of electrical engineering, but it does not follow that electrical engineering is a sacred cow which must die, which had hitherto been regarded as strictly technical should be helped towards a wider and deeper view of the world was one of the war period. It should not be allowed to die, either by being killed

Entry standards

Sir.—In his letter, under the heading "Entry Standards" (December 17, 1976) Mr. May expresses pessimistic views on the level of entry standards in the sciences. He is right to say that the standards are lower than they were in the past.

There is no point in pretending that the standards are higher than they are. The standards are lower than they were in the past. The standards are lower than they were in the past. The standards are lower than they were in the past.

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Art departments giving BA

degrees should be especially aware of Mitchell and Mowbray's attitude. They are the last citizens in which liberal studies is an obligatory part of a CNAA honours degree course.

There are now moves afoot to abolish the stipulation that all BA honours students should spend at least 15 per cent of their time in liberal studies (including the history of art), and that it should comprise at least 20 per cent of their degree assessment.

Sooner or later, in all but the most enlightened colleges, this is general/complementary studies or NCDD.

Some people, looking at examples which unfortunately exist in departments which believe like departments with little or no contact with the studios, might think this was a good thing. It would be a good thing if it were a good thing. It would be a good thing if it were a good thing.

It would be a good thing if it were a good thing. It would be a good thing if it were a good thing. It would be a good thing if it were a good thing.

It would be a good thing if it were a good thing. It would be a good thing if it were a good thing. It would be a good thing if it were a good thing.

Yours faithfully,  
WILLIAM STOBBS,  
Principal,  
NOEL MACHIN,  
Head of general studies,  
Maldstone College of Art.

Classified Advertisements

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Universities



University of Sydney LECTURER IN HISTORY

Applications are invited from suitably qualified persons to teach in Medieval History. Preference will be given to candidates whose principal interest is in early medieval history. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Arts, University of Sydney, Sydney, N.S.W. 2006.

Macquarie University SENIOR LECTURER/LECTURER IN LAW

The School of Law is currently seeking a senior lecturer in Law. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Law, Macquarie University, Sydney, N.S.W. 2109.

University of Adelaide LECTURER IN ANTHROPOLOGY

The Lecturer, who should have a PhD in Anthropology, will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Social Sciences, University of Adelaide, Adelaide, S.A. 5001.

University of Guyana Vacancy—Faculty of Education

Applications are invited for the post of PROFESSOR or SENIOR LECTURER in Educational Psychology. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Education, University of Guyana, Georgetown, Guyana.

University of London INSTITUTE OF PSYCHIATRY SECRETARY

Applications are invited for the post of Secretary to the Institute of Psychiatry. The successful candidate will be expected to handle correspondence and administrative matters. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Institute of Psychiatry, London.

Loughborough University LECTURER IN COMPUTING

Applications are invited for the post of Lecturer in Computing. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Computing, Loughborough University, Loughborough, Leicestershire.

University of Juba Southern Sudan Staff Appointments from September 1977

This new university will admit its first students in September, 1977. It is an institution of a totally different type, established in November, 1975, to cater especially for the needs of the Southern Region of the Sudan and for the rural sector generally. The University is to open on the premises of the Juba Girl's School and eventually will incorporate a new campus at Bönnyang, across the Nile from Juba town.

UNIVERSITY OF DUBLIN Trinity College CHAIR OF MEDIEVAL AND RENAISSANCE ENGLISH LITERATURE

Applications are invited for appointment to this new Chair. It is hoped that the first holder will be a specialist in the field of Renaissance English literature. Persons interested should write for further particulars to: The Secretary, Trinity College, Dublin 2, to whom applications should be sent, preferably before 14th March, 1977.

UNIVERSITY OF THE WEST INDIES—TRINIDAD

Applications are invited for the post of PROFESSOR OF AGRICULTURAL ECONOMICS AND FARM MANAGEMENT in the Faculty of Agriculture. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Faculty of Agriculture, University of the West Indies, Trinidad.

BIRMINGHAM UNIVERSITY OF AERONAUTICS DEPARTMENT OF ELECTRICAL ENGINEERING SENIOR LECTURER IN ELECTRONIC ENGINEERING (Instrumentation)

Applications for the above post are invited from persons who have a PhD in a relevant field. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Department of Electrical Engineering, University of Birmingham, Birmingham 15, U.K.

ABERDEEN UNIVERSITY OF COMMUNITY MEDICINE

Applications are invited for the post of Lecturer in Community Medicine. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Department of Community Medicine, Aberdeen University, Aberdeen, U.K.

BIRMINGHAM UNIVERSITY OF AERONAUTICS SENIOR LECTURER IN ELECTRONIC ENGINEERING (Instrumentation)

Applications for the above post are invited from persons who have a PhD in a relevant field. The successful candidate will be expected to give lectures and supervise research. The salary will be in the range of £15,000 to £20,000 per annum. Applications should be sent to the Director of the Department of Electrical Engineering, University of Birmingham, Birmingham 15, U.K.

Universities continued

UNIVERSITY OF BOTSWANA AND SWAZILAND (UNIVERSITY COLLEGE OF SWAZILAND) Applications are invited for the following posts:

1. LECTURER/ASSISTANT LECTURER IN MATHEMATICS

A Master's degree in Mathematics with a minimum of two years' postgraduate study in the subject, or a Master's degree in Mathematics, or a Master's degree in a related subject, or a Master's degree in a related subject, or a Master's degree in a related subject...

2. LECTURER IN STATISTICS

A Master's degree in Statistics with a minimum of two years' postgraduate study in the subject, or a Master's degree in Statistics, or a Master's degree in a related subject...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the DEPARTMENT OF CHEMISTRY:

LECTURER in Physical Chemistry: Electro Chemistry, LECTURER in Analytical Chemistry: Spectroscopic Methods, LECTURER in Inorganic Chemistry: Chemistry of Complexes.

UNIVERSITY OF BOTSWANA AND SWAZILAND (UNIVERSITY COLLEGE OF SWAZILAND) Applications are invited for the following posts:

LECTURER IN EDUCATION (Psychology)

Candidates should have a Master's Degree in the Psychology of Education, in addition to a Bachelor's Degree in Education, or a Bachelor's Degree in Education with a postgraduate diploma in Psychology of Education...

UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

The work is concerned with the development and use of diagnostic techniques for the study of the structure and function of the brain. The postdoctoral research assistantship is for a period of 12 months, starting in the autumn of 1977...

THE UNIVERSITY OF PAPUA NEW GUINEA (PORT MORESBY) Applications are invited for the post of SENIOR TUTOR GRADE 2 IN ENGLISH AS A SECOND LANGUAGE

The appointee will be required to teach general English courses for students at the University of Papua New Guinea. The appointee will also be required to supervise the production of materials for the production of a range of audio-visual resources, including new cassette tapes and video recording facilities...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the DEPARTMENT OF MATHEMATICS:

2 PROFESSORS in Applied Mathematics, 2 SENIOR LECTURERS/LECTURERS in Statistics, Numerical Analysis or Applied Mathematics

UNIVERSITY OF CAPE TOWN SENIOR LECTURER IN CHEMICAL ENGINEERING

Applications are invited for the above post, vacant as from 1st June 1977. Appointment is subject to the usual procedures of the University of Cape Town. The successful candidate will be required to teach and supervise the work of students in the Department of Chemical Engineering...

UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

UNIVERSITY OF BOTSWANA AND SWAZILAND (UNIVERSITY COLLEGE OF SWAZILAND) Applications are invited for the post of LECTURER IN EDUCATION GEOGRAPHY AND HISTORY

Candidates should have an Honours or Master's Degree and post-graduate qualifications in Education. In addition they should have a minimum of three years' experience of teaching Geography and History at High School level. The appointee will be required to teach and supervise the work of students in the Department of Education, Geography and History...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the DEPARTMENT OF MATHEMATICS:

2 PROFESSORS in Applied Mathematics, 2 SENIOR LECTURERS/LECTURERS in Statistics, Numerical Analysis or Applied Mathematics

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

UNIVERSITY OF THE WEST INDIES Cave Hill Campus Barbados Applications are invited for the following posts in the In-service Open Education Program:

(1) LECTURER IN THE TEACHING OF MATHEMATICS, (2) LECTURER IN THE TEACHING OF MODERN LANGUAGES

The ability to assist with Foundation Studies and/or Test Construction and Measurement will be an asset. The appointee will be required to teach and supervise the work of students in the Department of Education, Geography and History...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the post of PROFESSOR IN THE HYDROBIOLOGICAL RESEARCH UNIT

In Fishery Biology, stock assessment and fish-population dynamics. Applicants must have high academic qualifications and a number of years teaching and research experience.

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

UNIVERSITY OF CAPE TOWN SENIOR LECTURER IN CHEMICAL ENGINEERING

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

CARDIFF UNIVERSITY COLLEGE Applications are invited for the post of PROFESSOR IN THE DEPARTMENT OF CHEMISTRY

Applications are invited for the post of PROFESSOR IN THE DEPARTMENT OF CHEMISTRY. The appointee will be required to teach and supervise the work of students in the Department of Chemistry...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

LEEDS THE UNIVERSITY DEPARTMENT OF STUDIES Applications are invited for the post of PROFESSOR IN THE DEPARTMENT OF STUDIES

Applications are invited for the post of PROFESSOR IN THE DEPARTMENT OF STUDIES. The appointee will be required to teach and supervise the work of students in the Department of Studies...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

UNIVERSITY OF CAPE TOWN SENIOR LECTURER IN CHEMICAL ENGINEERING

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

NEW ZEALAND UNIVERSITY OF WELLINGTON Applications are invited for the post of LECTURER IN COMPUTER SCIENCE

Applications are invited for the post of LECTURER IN COMPUTER SCIENCE. The appointee will be required to teach and supervise the work of students in the Department of Computer Science...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

WOLFSON COLLEGE, OXFORD JUNIOR RESEARCH FELLOWSHIPS

Applications are invited for four Junior Research Fellowships in the Department of Philosophy. The appointees will be required to teach and supervise the work of students in the Department of Philosophy...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

UNIVERSITY OF CAPE TOWN SENIOR LECTURER IN CHEMICAL ENGINEERING

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

GRADUATE AWARDS The College also proposes to make a number of Graduate Awards in both arts and sciences for postgraduate work leading to a higher degree or diploma.

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

GERMAN HISTORICAL INSTITUTE-LONDON The recently established German Historical Institute will award a number of studentships to enable British post-graduate students to pursue historical research in Germany.

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

COUNTY OF CLEVELAND THE POLYTECHNIC Director Designate

Applications are invited from persons with proven academic and/or industrial experience and administrative ability for the post of Director of the Polytechnic. The appointee will be required to teach and supervise the work of students in the Department of Chemistry...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

CITY OF BIRMINGHAM POLYTECHNIC DEPARTMENT OF CONSTRUCTION AND SURVEYING

Applications are invited for the post of Head of Department (Grade V). The appointee will be required to teach and supervise the work of students in the Department of Construction and Surveying...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

UNIVERSITY OF STRATHCLYDE Applications are invited for appointment to a POSTDOCTORAL RESEARCH ASSISTANTSHIP in the DEPARTMENT OF NATURAL PHILOSOPHY

NEWCASTLE UPON TYNE POLYTECHNIC Department of Behavioural Studies

LECTURER II/SENIOR LECTURER IN INDUSTRIAL/OCCUPATIONAL PSYCHOLOGY. The appointee will be required to teach and supervise the work of students in the Department of Behavioural Studies...

UNIVERSITY OF KHARTOUM SUDAN Applications are invited for the following posts in the FACULTY OF EDUCATION:

1. Department of English: LECTURER in the Use of Language Laboratories; LECTURER in the Teaching of English Literature, 2. Department of Mathematics: 2 LECTURERS in Mathematics, 3. Department of Physics: 3 LECTURERS in Physics.

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